



Magnolia Public Schools

Regular Board Meeting

Date and Time

Thursday June 22, 2023 at 6:30 PM PDT

Location

Home Office: 250 E. 1st Street, Suite 1500, Los Angeles, CA 90012

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

- Magnolia Science Academy-San Diego - 6525 Estrella Ave., San Diego, CA 92120 (Dr. Salih Dikbas)

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

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 - June 8, 2023	Approve Minutes		1 m
II. Closed Session			6:40 PM
A. Public Announcement of Closed Session	FYI		1 m
B. Employee Discipline/Dismissal/Release			45 m
C. Public Employee Performance Evaluation (§ 54957) - Title: CEO & Superintendent			45 m
D. Report Out of Closed Session	FYI		1 m
III. Consent Items			8:12 PM
A. 2023-24 Certification of Signatures Form	Vote	Steve Budhraj	3 m
B. Approval of 2023-24 MPS Board Meeting Calendar & Committee Meeting Calendar	Vote	Alfredo Rubalcava	3 m
C. Approval of Revised 2023-24 School Calendars for All MPS	Vote	David Yilmaz	3 m
IV. Information/Discussion Items			8:21 PM
A. Progress on Meeting Local Performance Indicators on the CA School Dashboard	Discuss	David Yilmaz	15 m
B. Academic Updates	Discuss	Erdinc Acar	20 m
V. Action Items			8:56 PM
A. Appointment of 2023-24 MPS Board Officers	Vote	Alfredo Rubalcava	5 m
B. Approval of Local Control and Accountability Plans (LCAP) for All MPS	Vote	David Yilmaz	15 m
C. Approval of the 2023-24 Adopted Budgets for all MPS Sites & Home Office Management Fee Policy	Vote	Steve Budhraj	15 m

	Purpose	Presenter	Time
D. Approval of the 2023-24 MPS Master List of Contracts for the 2023-24 Fiscal Year	Vote	Steve Budhraj	10 m
E. Approval of the Education Protection Act (EPA) Resolution for the 2023-24 School Year	Vote	Steve Budhraj	7 m
F. Approval of Revised 2023-24 Salary Scales for Teachers, Non-Classroom Based Academic Personnel and School Leaders	Vote	Suat Acar	10 m
G. Approval of Teacher Assignment Option: Ed Code 44258.3	Vote	Suat Acar	7 m
H. Approval of 2023-24 Employee Handbook	Vote	Suat Acar	5 m
I. Approval of Use of Omnia for Procurement for Magnolia Science Academy-5 Charter School Facility Program	Vote	Patrick Ontiveros	15 m
J. Approval of Educational Specifications for Magnolia Science Academy-5 Charter School Facility Program	Vote	Patrick Ontiveros	15 m
K. Approval of Acquisition of Long Lead Items for MSA-5 Charter School Facility Program Project	Vote	Patrick Ontiveros	15 m
L. Approval of Abatement and Demolition Contractor for 18242 Sherman Way Reseda, CA 91335	Vote	Patrick Ontiveros	15 m
M. Review and Approval of Resolution for Reduction in Force at MSA-3, MSA-Santa Ana, and MSA-San Diego	Vote	Suat Acar	10 m
N. Approval of CEO Comparable Compensation Data	Vote	M.Muhammedov	5 m
O. Approval of CEO Reimbursement Package Added to the CEO Contract	Vote	Suat Acar	7 m
P. Approval of CEO Contract Renewal	Vote	M.Muhammedov	7 m
VI. Closing Items			11:39 PM
A. Adjourn Meeting			1 m

Coversheet

Approval of Minutes from MPS Regular Board Meeting - June 8, 2023

Section: I. Opening Items
Item: F. Approval of Minutes from MPS Regular Board Meeting - June 8, 2023
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for Regular Board Meeting on June 8, 2023

APPROVED



Magnolia Public Schools

Minutes

Regular Board Meeting

Date and Time

Thu Jun 8, 2023 at 6:30 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 (remote)

Directors Absent

None

Directors who arrived after the meeting opened

M. Muhammedov, S. Dikbas

Directors who left before the meeting adjourned

D. Sheehan

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 Jun 8, 2023 at 6:43 PM.

B. Pledge of Allegiance

Board, staff and guests conducted the pledge of allegiance.

C. Record Attendance and Guests

Refer to attendance information recorded above.

U. Yapanel joined from 275 Saratoga Ave., Santa Clara, CA 95050. S.Dikbas, joined from MSA-San Diego located at 6525 Estrella Ave, San Diego, CA 92120.

D. Approval of Agenda

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

E. Eldem Tunc seconded the motion.

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

Roll Call

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

E. Public Comments

Benjamin Juarez, Community School Coordinator at MSA-Santa Ana, expressed his excitement for the Community School Movement and to bring this knowledge back to the community as he attends a Conference in Philadelphia.

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

D. Gonzalez made a motion to approve the minutes from Regular Board Meeting on 05-18-23.

E. Eldem Tunc seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

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

II. Consent Items

A. Approval of Revised MPS Home Visit Policy

S. Covarrubias made a motion to approve the revised Magnolia Public Schools Home Visit Policy.

E. Eldem Tunc seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

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

B. Approval of Updated MPS Health and Safety Policy

D. Gonzalez made a motion to approve the updated Magnolia Public Schools Health & Safety Policy.

E. Eldem Tunc seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

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

III. Closed Session

A.

Public Announcement of Closed Session

J.Lara, Executive Assistant & Board Secretary, announced that the Board will be going into closed session to discuss Public Employee Performance Evaluation for the CEO & Superintendent & Employee Discipline/Dismissal/Release and that they would report out any actions that may be taken.

S. Dikbas arrived at 6:57 PM.

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

This item was discussed in Closed Session.

M. Muhammedov arrived at 7:40 PM.

D. Sheehan left at 7:59 PM.

C. Employee Discipline/Dismissal/Release

This item was discussed in Closed Session.

D. Report Out of Closed Session

M.Muhammedov announced in Open Session at 9:26pm that the Board discussed the performance evaluation for the CEO & Superintendent and directed staff to take further action. Board also discussed the employee discipline/dismissal/release and had directed staff to take necessary action.

IV. Student Board Member

A. Selection of Magnolia Public Schools Student Board Member

J.Hernandez, Director of Student Services, thanked all student board member candidates. Board also thanked the students and after deliberation the Board chose Melissa De La Rosa from MSA-5 as the newly elected Student Board Member for 2023-24.

S. Covarrubias made a motion to introduce Melissa De La Rosa as the Student Board Member.

M. Muhammedov seconded the motion.

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

Roll Call

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

V. Information/Discussion Items

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

Get more feedback from community members from school's LCAP. They have shared the draft LCAP to community also posted on the website. Principals will present at the next meeting. Community members were given space to make comments or questions. Principals will be presenting at the next board meeting. Parent Advisory Council is held 8x a year (students parents and staff). Every school has one.

B. Public Hearing for 2023-24 Budgets for All MPS

S.Budhraj, Chief Financial Officer, presented information about budgets and multi year projections for 2024-25 and 2025-26 fiscal year. Data came from the state and the Governor's May Revise. He went over revenues including the ending fund balance for all school sites and the Home Office. Enrollment projections were also reviewed and he discussed the challenges of enrollment to ADA. He explained that before the pandemic, enrollment to ADA was roughly 96%. Since coming back from the pandemic, enrollment to ADA dropped to 92-93%. ERC funding was broken down per school site. SB740 revenues was not included until it is received and MPS receives an award letter. A.Rubalcava, CEO & Superintendent, added the new positions that will be added through the awarding of grants received. Board Members questions were addressed by staff.

C. Enrollment Recruitment and Retention Action Plans

B.Lopez, Chief External Officer, presented the enrollment recruitment and retention action plans and information on the ongoing process in enrollment strategies. She went over the current status of enrollment to date, which in collaboration with the Accountability Department, is updated every week from SchoolMint and Infinite Campus data. There was an increase from the previous school year enrollment from 667 completed registrations to 880 completed registrations. She added that her department meets monthly with the school sites PACE coordinators to discuss strategies for over the summer to continue those communications with parents and to review enrollment both at their school sites and how enrollment looks line in surrounding schools. She touched on the digital marketing work that has been done in collaboration with Larson. Larson representatives spoke on how they connected over 1,000 families with an MPS school campus. Every campus has its own campaign landing pages in various platforms. Board Members questions were addressed by staff.

VI. Action Items

A. Approval of Self-Evaluation and Transition Plan for ADA Compliance for MSA-7

M.Sahin, Facilities Project Manager, spoke on the need to approve an ADA 504 transition plan for MSA-7 in response to a request from LAUSD. MPS had previously commissioned a self evaluation and transition plan for MSA-7 which was Board approved back on October 2018. Staff determined that following this request, it would update the

report in collaboration with CALI CASp who previously prepared the 2018 report. He added that the plan is a living document that will be updated when needed. The report allows MPS to understand the accessibility challenges at MSA-7 and to make such changes necessary to mitigate issues regarding accessibility compliance. Board members questions were addressed by staff.

M. Muhammedov made a motion to approve and adopt an ADA 504 Transition Plan for MSA-7.

E. Eldem Tunc seconded the motion.

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

Roll Call

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

B. Review and Approval of Resolution for Reduction in Force at MSA-3, MSA-Santa Ana, and MSA-San Diego

S.Acar, Chief Operations Officer, summarized what S.Budhreja, Chief Financial Officer, presented during the budget presentation and highlighted that MSA-3, Santa Ana & San Diego still required further cost reductions.

M. Muhammedov made a motion to approve Resolution #20230608-01 for Reduction in Force at MSA-3, MSA-Santa Ana, and MSA-San Diego.

E. Eldem Tunc seconded the motion.

The motion did not carry.

Roll Call

S. Dikbas	Abstain
M. Muhammedov	Aye
D. Sheehan	Absent
U. Yapanel	No
S. Covarrubias	Abstain
E. Eldem Tunc	Aye
D. Gonzalez	Abstain

Board Members were provided information and background during Closed Session and requested staff to go back and look into other options with a possibility of a severance package for these staff members. A.Rubalcava, CEO & Superintendent, added that they will look into next steps and look at the schools fiscal stabilization plan and bring further information to the Board at the next June 22nd. Regular Board Meeting. The Board will table the item for this meeting.

D. Gonzalez made a motion to table the item until the June 22nd Regular Board Meeting.

U. Yapanel seconded the motion.

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

Roll Call

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

C. Approval of Independent Study Policy & Master Agreement

W.Gray, Director of Educational Services, presented added language to the independent study program. The additions made was that assignments would now need to be submitted in five (5) days of the due date. It previously stated that the assignments were to be submitted when a student returns. If a student is on independent study for more than five (5) days MPS would want to get that work collected and mark their attendance correctly. Additional language was added to clarify a plan for the work and how it is going to be graded.

S. Covarrubias made a motion to approve the revised Independent Study Policy & Master Agreement for use by all Magnolia Public Schools campuses.

D. Gonzalez seconded the motion.

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

Roll Call

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

D. Approval of Expansion of College Application Fee Policy

W.Gray, Director of Educational Services, explained that last year with Board approval MPS was able to enact the college application fee policy to support students to apply to college especially those who do not qualify for fee waivers, but do not have the funds to apply for college. Those who qualified for fee waivers fall under Free or Reduced Lunch. Last year the policy that was approved stated that students were able to apply to three (3) California State Universities (CSU) and University of California (UC) campuses. The program was successful in which MPS was able to pay for sixty (60) applications. Staff is requested to increase it to five (5) applications and it will not restrict it to just the CSU and UC school systems. College counselors proposed this and this work was in collaboration with the Finance & Academic Department. He noted that MPS can use the school credit

card to pay right away instead of waiting for reimbursements to further support students and families. Board Members questions were addressed.

S. Covarrubias made a motion to approve the expanded College Application Fee Policy for use by all Magnolia Public Schools campuses.

E. Eldem Tunc seconded the motion.

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

Roll Call

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

VII. 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 11:01 PM.

Respectfully Submitted,
M. Muhammedov

Coversheet

2023-24 Certification of Signatures Form

Section: III. Consent Items
Item: A. 2023-24 Certification of Signatures Form
Purpose: Vote
Submitted by:
Related Material: III_A_2023-24 Certification of Signatures Form.pdf



Agenda Item:	III A: Consent Item
Date:	June 22, 2023
To:	Magnolia Educational & Research Foundation dba Magnolia Public Schools (“MPS”) Board of Directors (the “Board”)
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead(s):	Steve Budhreja Ed.D, Chief Financial Officer
RE:	2023-24 Certification of Signatures Form

Action Proposed:

I move that the Board approve the 2023-24 Certification of Signatures Form for Charter School Funds Distribution Authorization. Signatures will be effective July 1, 2023 through June 30, 2024. Signatories will include the CEO/Superintendent, Chief Financial Officer, Chief Operations Officer and MPS Board Members.

Background:

In accordance with Education Codes 35143, 42632, and 42633, the Certification of Signatures form is required to formalize the personnel authorized to sign orders for salary or commercial payments, notices of employment, and contracts. The current form expires June 30, 2023, the new form will be in place July 1, 2023 to June 30, 2024.

Budget Implications:

There are no budget implications.

Exhibits (Attachments):

- Certifications of Signatures Form
- Resolution

Magnolia Educational & Research Foundation

SCHOOL DISTRICT

CERTIFICATION OF SIGNATURES

As clerk/secretary to the governing board of the above named school district, I certify that the signatures shown below in Column 1 are the verified signatures of the members of the governing board. I certify that the signatures shown in Column 2 are the verified signatures of the person or persons authorized to sign notices of employment, contracts and orders drawn on the funds of the school district. These certifications are made in accordance with the provisions of Education Code Sections:

K-12 Districts: 35143, 42632, and 42633

Community College Districts: 72000, 85232, and 85233

If persons authorized to sign orders as shown in Column 2 unable to do so, the law requires the signatures of the majority of the governing board.

These approved signatures are valid for the period of: July 1, 2023 to June 30, 2024. In accordance with governing board approval dated June 22 2023.

Signature Jennifer Lara
Clerk (Secretary) of the Board

NOTE: Please TYPE name under signature.

Column 1

Signatures of Members of the Governing Board

SIGNATURE
TYPED NAME
President of the Board of Trustees/Education
SIGNATURE
TYPED NAME
Clerk/Secretary of the Board of Trustees/Education
SIGNATURE
TYPED NAME
Member of the Board of Trustees/Education
SIGNATURE
TYPED NAME
Member of the Board of Trustees/Education
SIGNATURE
TYPED NAME
Member of the Board of Trustees/Education
SIGNATURE
TYPED NAME
Member of the Board of Trustees/Education
SIGNATURE
TYPED NAME
Member of the Board of Trustees/Education

Column 2

Signatures of Personnel and/or Members of Governing Board authorized to sign Orders for Salary or Commercial Payments, Notices of Employment, and Contracts:

SIGNATURE
TYPED NAME
Alfredo Rubalcava
TITLE CEO & Superintendent
SIGNATURE
TYPED NAME
Steve Budhreja
TITLE Chief Financial Officer
SIGNATURE
TYPED NAME
Suat Acar
TITLE Chief Operations Officer
SIGNATURE
TYPED NAME
TITLE
SIGNATURE
TYPED NAME
TITLE
SIGNATURE
TYPED NAME
TITLE
SIGNATURE
TYPED NAME
TITLE

Number of Signatures required:

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



CERTIFICATION OF SIGNATURES RESOLUTION

Date: June 22, 2023

Gabriel Leung
Assistant Director
Accounting and Financial Services
Division of School Financial
Services
Los Angeles County Office of Education (LACOE)

Dear Mr. Leung,

Per LACOE Bulletin #6601, attached is the Certification of Signatures Resolution expiring on June 30, 2023, which was approved during our organizational meeting on June 22, 2023.

If you have any questions, please contact, Jennifer Lara, MPS Executive Assistant/Board Secretary at 213.628.3634 Ext.100 and jlara@magnoliapublicschools.org

Sincerely,

A handwritten signature in cursive script that reads "Jennifer Lara".

Magnolia Public Schools
Executive Assistant & MPS Board Secretary

Attachment No. 2

Info. Bul. No. 6601

SFS-A19-2020-2021

Coversheet

Approval of 2023-24 MPS Board Meeting Calendar & Committee Meeting Calendar

Section: III. Consent Items
Item: B. Approval of 2023-24 MPS Board Meeting Calendar & Committee Meeting Calendar
Purpose: Vote
Submitted by:
Related Material: III_B_2023-24 MPS Board and Committee Meeting Calendars.pdf



Agenda Item:	III B: Consent Item
Date:	June 22, 2023
To:	Magnolia Educational & Research Foundation dba Magnolia Public Schools (“MPS”) Board of Directors (the “Board”)
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead(s):	Alfredo Rubalcava, CEO & Superintendent
RE:	2023-24 MPS Board and Committee Meeting Calendars

Action Proposed:

I move that the board approve the calendar for 2023-24 Regular MPS Board Meetings and Regular MPS Board Committee Meetings.

Background:

Per the MPS Board Bylaws, meetings are held the second Thursday of the month unless otherwise stated. For 2023-24 Regular Board Meetings, most meeting dates follow this practice except the meeting in January due to Winter Break. The month of June will have two Regular Board Meetings in correspondence to staff preparing for the next school year.

Magnolia Public Schools resumed in-person meetings on March 2023. MPS initially was following the AB 361 provisions that we afforded to LEA’s due to the COVID-19 virus. Since AB 361 provisions are no longer applicable, MPS will continue to hold all Board & Committee meetings in-person. The Board has and will continue following the provisions prescribed in the Brown Act and SB 126.

SB126: All Regular Board Meetings will be held within the jurisdiction of Los Angeles County, where the majority of the MPS student population resides. All in-person meetings will be held amongst MSA 1-8 and the MPS Home Office. Additionally, per SB 126, all school sites (MSA 1-8, MSA-Santa Ana and MSA- San Diego), will remain open as remote locations during the duration of all special, emergency and regular committee and board meetings.

Budget Implications:

Costs associated with these meetings will be approved in the 2023-24 MPS budget. Each school site will budget for staff compensation for the extra hours worked during board/committee meetings.

Exhibits:

- 2023-24 MPS Board Meeting Calendar
- 2023-24 MPS Board Committee Calendar



2023-2024 Board Meeting Calendar

Magnolia Educational & Research Foundation
Magnolia Public Schools

All meetings begin between the hours of 6:00 pm - 7:00 pm (PST) and are held on the dates stated below.

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

Visit magnoliapublicschools.org or call (213) 628-3634 ext. 21101

7/13/2023 – Home Office

8/10/2023 – Home Office

9/14/2023 – MSA- 7

10/12/2023 – MSA- 1

11/09/2023 – MSA- 5

12/14/2023 – Home Office

1/18/2024 – Home Office

2/08/2024 – MSA- 7

3/14/2024 – MSA- 1

4/11/2024 – MSA- 5

5/09/2024 – MSA- 1

6/13/2024 – Home Office

6/20/2024 – Home Office



2023-2024 Magnolia Public Schools

Board Committee Calendar

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

Please visit magnoliapublicschools.org or call (213)628-3634 ext. 21101 for additional meeting questions and support.

MPS Board Committees'

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

July 2023

7/13/2023 – Audit/Facilities Committee Meeting – Home Office at 6:00pm

August 2023

8/10/2023 – Audit/Facilities Committee Meeting – Home Office at 6:00pm

September 2023

9/7/2023 – Audit/Facilities Committee Meeting – Home Office at 6:00pm

9/14/2023 – Finance Committee Meeting – MSA-7 at 6:00pm



October 2023

10/5/2023 – Audit/Facilities Committee Meeting – Home Office at 6:00pm

10/12/2023 – Academic Committee Meeting – MSA-1 at 5:30pm

November 2023

11/2/2023 – Audit/Facilities Committee Meeting – Home Office at 6:00pm

11/9/2023 – Governance Committee Meeting – MSA-5 at 6:00pm

December 2023

12/7/2023 – Audit/Facilities Committee Meeting – Home Office at 6:00pm

12/14/2023 – Finance Committee Meeting – Home Office at 6:00pm

January 2024

1/18/2024 – Audit/Facilities Committee Meeting – Home Office at 6:00pm

February 2024

2/1/2024 – Academic Committee Meeting – Home Office at 5:30pm

2/8/2024 – Audit/Facilities Committee Meeting – MSA-7 at 6:00pm

March 2024

3/7/2024 – Audit/Facilities Committee Meeting – Home Office at 6:00pm

3/14/2024 – Finance Committee Meeting – MSA-1 at 6:00pm

April 2024

4/4/2024 – Audit/Facilities Committee Meeting – Home Office at 6:00pm

4/11/2024 – Educational Partners & Development Committee Meeting – MSA-5 at 6:00pm



May 2024

5/2/2024 – Audit/Facilities Committee Meeting – Home Office at 6:00pm

June 2024

6/6/2024 – Audit/Facilities Committee Meeting – Home Office at 6:00pm

6/13/2024 – Finance Committee Meeting – Home Office at 6:00pm

Coversheet

Approval of Revised 2023-24 School Calendars for All MPS

Section: III. Consent Items
Item: C. Approval of Revised 2023-24 School Calendars for All MPS
Purpose: Vote
Submitted by:
Related Material: III_C_Revised 2023-24 School Calendars for All MPS.pdf

Agenda Item:	III C: Consent Item
Date:	June 22, 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 2023-24 School Calendars for All MPS

1. Action Proposed:

I move that the Board approve the revised 2023-24 School Calendars for all MPS.

2. Purpose:

We need to share our revised 2023-24 school calendars with our educational partners and start planning for the next school year as early as possible.

3. Background:

Revision to the Approved Calendars

The Board approved our 2023-24 school calendars at its meeting on May 18, 2023. The approved calendars for our Los Angeles schools followed LAUSD’s calendar for the winter break, which was less than full 3 weeks. The calendar had two school days on the first week of winter break, i.e., 12/18/23 (Mon) and 12/19/23 (Tue). At the beginning of June, SEIU Local 99 and UTLA reached an agreement with LAUSD that includes a change to LAUSD’s 2023-24 winter break, where the 3-week winter break will be maintained. Therefore, LAUSD will have their winter break from 12/18-1/5. MPS would like to update the calendars of MSA-1 through 8 to include a 3-week winter break.

4. Analysis:

2023-24 School Calendars

Attached and below is the proposed 2023-24 academic calendar for MPS. There is no change to the calendars of MSA-Santa Ana and MSA-San Diego. The school year will start one-day earlier and end one-day later for MSA-1 thru Bell to accommodate for a 3-week winter break, with the exception that MSA-6 will add the two days to the end of its original calendar. There is no change to the total number of school days. The proposed changes to the calendars approved in May 2023 have been highlighted in red below.

2023-24 MPS ACADEMIC CALENDAR								Holidays & Breaks
		MSA-1,2,3,4,5	MSA-6	MSA-7,8	MSA-Santa A	MSA-San Diego	Important Dates	
JUL	Independence Day	7/4 (Tue)	7/4 (Tue)	7/4 (Tue)	7/4 (Tue)	7/4 (Tue)		
AUG	First Day of Instruction	8/14 (Mon)	8/10 (Thu)	8/14 (Mon)	8/14 (Mon)	8/21 (Mon)		
SEP	Labor Day	9/4 (Mon)	9/4 (Mon)	9/4 (Mon)	9/4 (Mon)	9/4 (Mon)		
SEP	Staff P.D. Day (Pupil Free Day)	9/22 (Fri)	9/22, 10/16	9/22 (Fri)	9/22 (Fri)	9/22 (Fri)		
NOV	Veterans Day	11/10 (Fri)	11/10 (Fri)	11/10 (Fri)	11/10 (Fri)	11/10 (Fri)		
NOV	Thanksgiving Break	11/20-11/24	11/20-11/24	11/20-11/24	11/20-11/24	11/20-11/24		
DEC	Last Day of First Semester	12/15 (Fri)	12/15 (Fri)	12/15 (Fri)	12/15 (Fri)	12/15 (Fri)		
DEC	Winter Break	12/18-1/8	12/18-1/8	12/18-1/8	12/18-1/8	12/18-1/2		
JAN	Staff P.D. Day (Pupil Free Day)	1/8 (Mon)	1/8 (Mon)	1/8 (Mon)	1/8 (Mon)	1/2 (Tue)		
JAN	First Day of Second Semester	1/9 (Tue)	1/9 (Tue)	1/9 (Tue)	1/9 (Tue)	1/3 (Wed)		
JAN	M. L. King Day	1/15 (Mon)	1/15 (Mon)	1/15 (Mon)	1/15 (Mon)	1/15 (Mon)		
FEB	Presidents' Day	2/19 (Mon)	2/19 (Mon)	2/19 (Mon)	2/16-2/19	2/16-2/19		
MAR	Staff P.D. Day (Pupil Free Day)	3/1 (Fri)	3/1, 4/15, 5/6	3/1 (Fri)	3/1 (Fri)	3/1 (Fri)		
MAR/APR	Spring Break	3/25-3/29	3/25-3/29	3/25-3/29	4/1-4/5	4/1-4/5		
APR	Cesar Chavez Day	4/1 (Mon)	4/1 (Mon)	4/1 (Mon)	4/1 (Mon)	-		
MAY	Memorial Day	5/27 (Mon)	5/27 (Mon)	5/27 (Mon)	5/27 (Mon)	5/27 (Mon)		
JUN	Last Day of Instruction	6/13 (Thu)	6/7 (Fri)	6/6 (Thu)	6/6 (Thu)	6/7 (Fri)		
JUN	Juneteenth	6/19 (Wed)	6/19 (Wed)	6/19 (Wed)	6/19 (Wed)	6/19 (Wed)		
	# of Instructional Days:	185	180	180	180	180		
	# of Staff P.D. (Pupil Free) Days:	3	6	3	3	3		

2023-24 MPS ACADEMIC CALENDAR (3-WEEK WINTER BREAK)								Holidays & Breaks
		MSA-1,2,3,4,5	MSA-6	MSA-7,8			Important Dates	
		BOARD APPROVE	NEW	BOARD APPROVE	NEW	BOARD APPROVE	NEW	
JUL	Independence Day	7/4 (Tue)	7/4 (Tue)	7/4 (Tue)	7/4 (Tue)	7/4 (Tue)	7/4 (Tue)	
AUG	First Day of Instruction	8/15 (Tue)	8/14 (Mon)	8/10 (Thu)	8/10 (Thu)	8/15 (Tue)	8/14 (Mon)	
SEP	Labor Day	9/4 (Mon)	9/4 (Mon)	9/4 (Mon)	9/4 (Mon)	9/4 (Mon)	9/4 (Mon)	
SEP	Staff P.D. Day (Pupil Free Day)	9/22 (Fri)	9/22 (Fri)	9/22, 10/16	9/22, 10/16	9/22 (Fri)	9/22 (Fri)	
NOV	Veterans Day	11/10 (Fri)	11/10 (Fri)	11/10 (Fri)	11/10 (Fri)	11/10 (Fri)	11/10 (Fri)	
NOV	Thanksgiving Break	11/20-11/24	11/20-11/24	11/20-11/24	11/20-11/24	11/20-11/24	11/20-11/24	
DEC	Last Day of First Semester	12/19 (Tue)	12/15 (Fri)	12/19 (Tue)	12/15 (Fri)	12/19 (Tue)	12/15 (Fri)	
DEC	Winter Break	12/20-1/8	12/18-1/8	12/20-1/8	12/18-1/8	12/20-1/8	12/18-1/8	
JAN	Staff P.D. Day (Pupil Free Day)	1/8 (Mon)	1/8 (Mon)	1/8 (Mon)	1/8 (Mon)	1/8 (Mon)	1/8 (Mon)	
JAN	First Day of Second Semester	1/9 (Tue)	1/9 (Tue)	1/9 (Tue)	1/9 (Tue)	1/9 (Tue)	1/9 (Tue)	
JAN	M. L. King Day	1/15 (Mon)	1/15 (Mon)	1/15 (Mon)	1/15 (Mon)	1/15 (Mon)	1/15 (Mon)	
FEB	Presidents' Day	2/19 (Mon)	2/19 (Mon)	2/19 (Mon)	2/19 (Mon)	2/19 (Mon)	2/19 (Mon)	
MAR	Staff P.D. Day (Pupil Free Day)	3/1 (Fri)	3/1 (Fri)	3/1, 4/15, 5/6	3/1, 4/15, 5/6	3/1 (Fri)	3/1 (Fri)	
MAR/APR	Spring Break	3/25-3/29	3/25-3/29	3/25-3/29	3/25-3/29	3/25-3/29	3/25-3/29	
APR	Cesar Chavez Day	4/1 (Mon)	4/1 (Mon)	4/1 (Mon)	4/1 (Mon)	4/1 (Mon)	4/1 (Mon)	
MAY	Memorial Day	5/27 (Mon)	5/27 (Mon)	5/27 (Mon)	5/27 (Mon)	5/27 (Mon)	5/27 (Mon)	
JUN	Last Day of Instruction	6/12 (Wed)	6/13 (Thu)	6/5 (Wed)	6/7 (Fri)	6/5 (Wed)	6/6 (Thu)	
JUN	Juneteenth	6/19 (Wed)	6/19 (Wed)	6/19 (Wed)	6/19 (Wed)	6/19 (Wed)	6/19 (Wed)	
	# of Instructional Days:	185	185	180	180	180	180	
	# of Staff P.D. (Pupil Free) Days:	3	3	6	6	3	3	

5. **Impact:**

The feedback from our school leadership teams and staff is very supportive of this change to maintain the 3-week winter break on the calendar.

6. **Budget Implications:**

N/A

7. **Committee Recommendations:**

N/A

8. **Exhibits:**

1. 2023-24 MPS Academic Calendar

2023-24 MPS ACADEMIC CALENDAR							Holidays & Breaks
		MSA-1,2,3,4,5	MSA-6	MSA-7,8	MSA-Santa Ana	MSA-San Diego	Important Dates
JUL	Independence Day	7/4 (Tue)					
AUG	First Day of Instruction	8/14 (Mon)	8/10 (Thu)	8/14 (Mon)	8/14 (Mon)	8/21 (Mon)	
SEP	Labor Day	9/4 (Mon)					
SEP	Staff P.D. Day (Pupil Free Day) [1]	9/22 (Fri)	9/22, 10/16	9/22 (Fri)	9/22 (Fri)	9/22 (Fri)	
NOV	Veterans Day	11/10 (Fri)					
NOV	Thanksgiving Break	11/20-11/24	11/20-11/24	11/20-11/24	11/20-11/24	11/20-11/24	
DEC	Last Day of First Semester	12/15 (Fri)					
DEC	Winter Break	12/18-1/8	12/18-1/8	12/18-1/8	12/18-1/8	12/18-1/2	
JAN	Staff P.D. Day (Pupil Free Day)	1/8 (Mon)	1/8 (Mon)	1/8 (Mon)	1/8 (Mon)	1/2 (Tue)	
JAN	First Day of Second Semester	1/9 (Tue)	1/9 (Tue)	1/9 (Tue)	1/9 (Tue)	1/3 (Wed)	
JAN	M. L. King Day	1/15 (Mon)					
FEB	Presidents' Day	2/19 (Mon)	2/19 (Mon)	2/19 (Mon)	2/16-2/19	2/16-2/19	
MAR	Staff P.D. Day (Pupil Free Day) [2]	3/1 (Fri)	3/1, 4/15, 5/6	3/1 (Fri)	3/1 (Fri)	3/1 (Fri)	
MAR/APR	Spring Break	3/25-3/29	3/25-3/29	3/25-3/29	4/1-4/5	4/1-4/5	
APR	Cesar Chavez Day	4/1 (Mon)	4/1 (Mon)	4/1 (Mon)	4/1 (Mon)	-	
MAY	Memorial Day	5/27 (Mon)					
JUN	Last Day of Instruction	6/13 (Thu)	6/7 (Fri)	6/6 (Thu)	6/6 (Thu)	6/7 (Fri)	
JUN	Juneteenth	6/19 (Wed)					
	# of Instructional Days:	185	180	180	180	180	
	# of Staff P.D. (Pupil Free) Days:	3	6	3	3	3	

Coversheet

Progress on Meeting Local Performance Indicators on the CA School Dashboard

Section: IV. Information/Discussion Items
Item: A. Progress on Meeting Local Performance Indicators on the CA School Dashboard
Purpose: Discuss
Submitted by:
Related Material: IV_A_Local Performance Indicators on the CA School Dashboard.pdf

Agenda Item:	IV A: Information/Discussion Item
Date:	June 22, 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:	MPS Progress on Meeting Local Performance Indicators on the CA School Dashboard

1. **Action Proposed:**

N/A

2. **Purpose:**

As part of the Local Control Funding Formula (LCFF), school districts, county offices of education (COES), and charter schools (also referred to as local educational agencies or LEAs) are required to self-reflect on local indicators and report the results as part of a non-consent item at the same public meeting of the local governing board/body at which the LCAP is adopted.

3. **Background:**

What are Local Indicators?

California's accountability system is based on a multiple measures system that assesses how local educational agencies (LEAs) and schools are meeting the needs of their students. Performance on these measures is reported through the California School Dashboard (Dashboard).

The Dashboard includes a concise set of state indicators and local indicators that are founded on the Local Control Funding Formula (LCFF) priorities but are also aligned to the measures required under Every Student Succeeds Act (ESSA). Those LCFF priorities for which there is no state level data collected are referred to as local indicators. The seven local indicators are:

- Basic Services and Conditions (Priority 1)
- Implementation of State Academic Standards (Priority 2)
- Parent and Family Engagement (Priority 3)
- School Climate (Priority 6)
- Access to a Broad Course of Study (Priority 7)
- Coordination of Services for Expelled Students (Priority 9, for county offices of education [COEs] only)
- Coordination of Services for Foster Youth (Priority 10, for COEs only)

In addition to being a public record of progress on the Dashboard, the local indicator process serves to inform process and planning within the Local Control and Accountability Plan (LCAP). Further, progress

in local indicators can inform technical assistance provided through the Differentiated Assistance process.

Performance Standards

For each local indicator, the State Board of Education (SBE) adopted performance standards require an LEA to:

1. Annually measure its progress in meeting the requirements of the specific LCFF priority; and
2. Report the results as part of a non-consent item at a regularly scheduled public meeting of the local governing board/body in conjunction with the adoption of the LCAP; and
3. Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

An LEA uses the SBE-adopted self-reflection tools to report its progress through the Dashboard. The collection and reflection on locally available information relevant to progress regarding local priority areas will support LEAs in completing the self-reflection tools, reporting in the Dashboard, and in local planning and improvement efforts.

Provided an LEA satisfies the performance standards for each local indicator, the Dashboard will automatically assign a performance level of *Met*. If an LEA does not meet the performance standards, the Dashboard will automatically assign a performance level of *Not Met* or *Not Met for Two or More Years*, as applicable.

Earning a performance level of *Not Met for Two or More Years* may be a factor in being identified for differentiated assistance.

Local Indicator Self-Reflection Tools

The following are the prompts in the approved self-reflection tools.

- **Basic Services and Conditions (Priority 1)**

LEAs will provide the information below:

- Number/percentage of misassignments of teachers of ELs, total teacher misassignments, and vacant teacher positions
- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Note: The requested information is all data elements that are currently required as part of the School Accountability Report Card (SARC).

- **Implementation of State Academic Standards (Priority 2)**

Recently Adopted Academic Standards and/or Curriculum Frameworks

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

1. Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.
2. Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.
3. Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).

Other Adopted Academic Standards

4. Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.

Support for Teachers and Administrators

5. Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

Optional Narrative (Limited to 1,500 characters)

6. Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.

- **Parent and Family Engagement (Priority 3)**

This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-Making

- **School Climate (Priority 6)**

LEAs will provide a narrative summary of the local administration and analysis of a local climate survey, which is to be conducted at least every other year, that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K–

5, 6– 8, 9–12) in a text box provided in the California School Dashboard (response limited to 3,000 characters). LEAs will have an opportunity to include differences among student groups, and for surveys that provide an overall score, such as the California Healthy Kids Survey, report the overall score for all students and student groups. This summary may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

1. **DATA:** Reflect on the key learnings from the survey results and share what the LEA learned.
2. **MEANING:** What do the disaggregated results (if applicable) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, and barriers?
3. **USE:** What revisions, decisions, or actions has, or will, the LEA implement in response to the results for continuous improvement purposes? Why? If you have already implemented actions, did you see the results you were seeking?

- **Access to a Broad Course of Study (Priority 7)**

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)
2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)
3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)
4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

For more information on local indicators please refer to:

<https://www.cde.ca.gov/ta/ac/cm/localindicators.asp>

4. **Analysis:**

Self-reflection on progress towards meeting local indicators is part of the LCAP development timeline at MPS. 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.

As part of the local indicators self-reflection and 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.

The MPS Home Office has collaborated with the school leadership teams in ensuring that the self-reflection tools have been used in responding to the prompts for all five local indicators and that the schools have meaningfully engaged their educational partners in the reflection process. Accountability, academics, finance, HR, facilities, operations, outreach, and communications departments have all collaborated with the school leadership teams on measuring our progress towards meeting local indicators and reflecting on areas of strength and areas for growth.

The attached local indicator self-reflections have informed the development of our LCAP and are being presented to the Board for information and feedback purposes.

5. **Impact:**

The local indicators self-reflection and educational partners engagement 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 local indicators 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 local indicators self-reflection process to inform the LCAP document that

serves as a comprehensive strategic planning tool for the school.

Annually, as required by the Ed Code, this item will be on the same board agenda as the LCAP adoption in alignment with the LCAP development process so that our schools can share their progress publicly and meet their local indicators. The reports are attached for the review of the board and the public before they are submitted to the CDE and made public via the CA School Dashboard. The deadline for submission to the CDE is typically around October.

6. Budget Implications:

N/A

7. Committee Recommendations:

N/A

8. Exhibits:

1. MPS Local Indicators – Fall 2023 (one for each Magnolia Science Academy)

Local Performance Indicator Self-Reflection

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

Introduction

The State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area. The approved performance standards require an LEA to:

- Annually measure its progress in meeting the requirements of the specific Local Control Funding Formula (LCFF) priority.
- Report the results as part of a non-consent item at a regularly scheduled public meeting of the local governing board/body in conjunction with the adoption of the Local Control and Accountability Plan (LCAP).
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

This Quick Guide identifies the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

Performance Standards

The performance standards for the local performance indicators are:

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

The LEA annually measures its progress in meeting the Williams settlement requirements at 100% at all of its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable; the LEA then reports the results to its local governing board at a regularly scheduled meeting and to reports to educational partners and the public through the Dashboard.

Implementation of State Academic Standards (LCFF Priority 2)

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Parent and Family Engagement (LCFF Priority 3)

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the SBE-adopted self-reflection tool for Priority 3 at the same meeting at which the LEA adopts its LCAP, and reports to educational partners and the public through the Dashboard.

School Climate (LCFF Priority 6)

The LEA administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the LEA serves (e.g., K-5, 6-8, 9-12), and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to educational partners and the public through the Dashboard.

Access to a Broad Course of Study (LCFF Priority 7)

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code (EC) for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Coordination of Services for Expelled Students – County Office of Education (COE) Only (LCFF Priority 9)

The county office of education (COE) annually measures its progress in coordinating instruction as required by California EC Section 48926; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of misassignments of teachers of ELs, total teacher misassignments, and vacant teacher positions
- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies)

Teachers	Number	Percent
Misassignments of Teachers of English Learners	N/A	N/A
Total Teacher Misassignments	N/A	N/A
Vacant Teacher Positions	N/A	N/A

Access to Instructional Materials	Number	Percent
Students Without Access to Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home	0	0

Facility Conditions	Number
Identified Instances Where Facilities Do Not Meet The "Good Repair" Standard (Including Deficiencies and Extreme Deficiencies)	0

Implementation of State Academic Standards (LCFF Priority 2)

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				4	
ELD (Aligned to ELA Standards)				4	
Mathematics – Common Core State Standards for Mathematics				4	
Next Generation Science Standards			3		
History-Social Science				4	

2. Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics				4	
Next Generation Science Standards					5
History-Social Science				4	

3. Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				4	
ELD (Aligned to ELA Standards)				4	
Mathematics – Common Core State Standards for Mathematics				4	
Next Generation Science Standards				4	
History-Social Science				4	

Other Adopted Academic Standards

4. Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Career Technical Education	1				
Health Education Content Standards		2			
Physical Education Model Content Standards				4	
Visual and Performing Arts					5
World Language					5

Support for Teachers and Administrators**5. Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).**

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole				4	
Identifying the professional learning needs of individual teachers			3		
Providing support for teachers on the standards they have not yet mastered				4	

Optional Narrative (Limited to 1,500 characters)**6. Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.**

MSA-1 ensures all curricula and assessments are aligned to the standards and that teachers participate in professional development on implementing standards (CCSS, NGSS, etc.) We provide services to ELs by proficiency level, and ELD instruction is aligned with the CA ELD standards and framework. ELs have access to core and supplemental ELD instructional materials; teachers attend PDs focusing on ELD standards. Our teachers participate in at least 18 hours of professional development per year. PD includes the areas of Common Core ELA/Literacy, Math, ELD Standards and integration of ELD standards into content areas, and training in strategies to support ELs with common core ELA/ELD and Math curricula. While the primary focus has been on the ELA/Literacy, Math, and ELD, MSA-1 has also provided PD and supported our teachers on NGSS, History-Social Science, Health Education, Physical Education, Visual and Performing Arts, and World Languages.

Parental Involvement and Family Engagement (LCFF Priority 3)**Introduction**

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit: ¹

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.
- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

Instructions

This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-Making

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified. The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):
 - 1 – Exploration and Research
 - 2 – Beginning Development
 - 3 – Initial Implementation
 - 4 – Full Implementation
 - 5 – Full Implementation and Sustainability
4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.
5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Building Relationships	1	2	3	4	5
1. Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.				4	
2. Rate the LEA's progress in creating welcoming environments for all families in the community.				4	
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.				4	
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.					5

Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)

- Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.

MSA-1 builds trusting and respectful relationships with parents through activities/events, including Student/Parent Orientation, Back to School Night, festivals, and parent/teacher conferences to promote parental participation in programs. We use ParentSquare to communicate with students and parents, which has supported our improved communication with all educational partners. Staff greet students and parents in the mornings during student drop-off and have an open-door policy welcoming all parents. Also, our team connects with families through in-person and virtual home visits. Home visits help us learn about students' outside interests, families, and home routines, and then use that information to connect in meaningful, individualized ways that can have considerable rewards in helping to create happier, healthier, and engaged students. The school uses home visits as an essential feature of its education program to improve student and school performance.

- Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.

The LEA's focus areas for improvement in building relationships between school staff and families are having more parent involvement on the campus, more social events (i.e., cultural), and more workshops for the families after school and on Saturdays.

- Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.

The LEA will improve the engagement of underrepresented families to build relationships between staff and families by providing more opportunities for both groups to connect. These opportunities will include in-person and virtual home visits and having events for families during the instructional day, after school, and on Saturdays.

Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Building Partnerships	1	2	3	4	5
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.				4	
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.				4	
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.				4	
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.				4	

Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)

- Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.

MSA-1 provides resources to support student learning at home through multiple workshops such as parent college and feedback given to parents during parent conferences. We have also helped equip parents with the knowledge and tools to advocate for their students and school.

MSA-1's communication system, ParentSquare, keeps parents and staff in constant communication through multiple mediums, such as texts, private messages, and voicemails. ParentSquare has also broken language barriers between staff and families through automatic translation.

- Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.

MSA-1's focus areas for improvement in building partnerships for student outcomes is to continue to build a bridge between the educational partner and school-site to collaboratively support the student's growth through multiple modalities (i.e., trainings, meetings, conferences).

- Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

MSA-1 will improve engagement of underrepresented families in relation to building partnerships for student outcomes by providing more opportunities for these families to engage with the school-site. These opportunities will include workshops and meetings and home visits and parent classes.

Section 3: Seeking Input for Decision-Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Seeking Input	1	2	3	4	5
9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.				4	
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.				4	
11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.					5
12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.					5

Seeking Input for Decision-Making Dashboard Narrative Boxes (Limited to 3,000 characters)

- Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.

MSA-1 holds periodic meetings to gather input from our families. These meetings include PTF meetings, PTF Board meetings, Coffee with Admin, PAC meetings, and ELAC meetings. During these meetings, parents can review the school's LCAP and SARC reports and provide input for our administration team. The school also conducts an educational partner survey (families, students, staff) with specific questions on the sense of safety and school connectedness, school culture and climate, and other areas of school improvement.

- Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.

MSA-1's focus area(s) for improvement in Seeking Input for Decision-Making is to get more educational partner involvement in the mentioned meetings and provide more opportunities for them to be involved.

- Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

MSA-1's will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making by providing more opportunities for these families to engage with the school-site.

School Climate (LCFF Priority 6)

LEAs will provide a narrative summary of the local administration and analysis of a local climate survey that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K–5, 6–8, 9–12) in a text box provided in the California School Dashboard (response limited to 3,000 characters). LEAs will have an opportunity to include differences among student groups, and for surveys that provide an overall score, such as the California Healthy Kids Survey, report the overall score for all students and student groups. This summary may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

1. **DATA:** Reflect on the key learnings from the survey results and share what the LEA learned.
2. **MEANING:** What do the disaggregated results (if applicable) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, and barriers?
3. **USE:** What revisions, decisions, or actions has, or will, the LEA implement in response to the results for continuous improvement purposes? Why? If you have already implemented actions, did you see the results you were seeking?

MSA-1 annually conducts the Educational Partners Survey for grades 6-12. After the survey, the MSA-1 staff analyzes the survey results, such as participation rates and average approval rates for each topic and question on the survey. It documents our findings (e.g., greatest progress and needs, comparisons with the prior year, and CORE district results). Then the findings are shared with our educational partners during LCAP information and feedback meetings and regular board meetings. MSA-1 disaggregates the results by grade and student group and uses open-ended questions to understand students' perceptions further. MSA-1 strives to improve our students' perceptions of school safety and connectedness.

For the 2022-2023 school year, 99% of the students took the survey. There was an average approval rating of 56% and an overall satisfaction rate of 60%.

Access to a Broad Course of Study (LCFF Priority 7)

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)

MSA-1 designs its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including all student groups. Core subjects (English, Mathematics, Social Sciences, and Science) and electives are offered aligned with our charter petition and graduation requirements. As evidenced by the school's master schedule, elective forms, class rosters, student schedules, and transcripts, MSA-1 strives to offer a well-rounded education to our students.

MSA-1 provides students with 4-year plans and support programs to ensure timely high school graduation. We offer credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years to ensure the satisfaction of UC/CSU requirements.

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)

As evidenced by our master schedule, elective forms, class rosters, student schedules, and transcripts, all students have access to a comprehensive course of study as outlined in our charter petition.

We also provide all other academic programs and services outlined in our charter petition, specific programs and services dependent on student needs and interests. We provide CCSS-aligned ELA and Math intervention classes to all students who need additional support and designated and integrated ELD instruction to ELs and immigrant students. We closely monitor student progress in ELA/Literacy, Math, and ELD as measured by our interim assessments (MAP, IAB, etc.)

MSA-1 allows students to take Advanced Placement (AP) courses based on student needs and interests. We have offered AP courses AP English Lit, AP English Lang, AP Computer Science Principles, AP Biology, AP Spanish Lit, AP Spanish Lang, AP US Government, AP US History, AP World History, AP Studio Art 2D, AP Calculus A, and B. Additionally, MSA-1 provides students with chances to take Dual Enrollment Courses throughout the academic year. MSA-1 offered Astronomy 001, English 101, and Political Science 001 during the fall, Psychology 001, and Counseling 020 this spring semester.

All students have access to "Advisory" classes (college planning and career exploration program) and programs preparing students for college readiness, including test prep for SAT, in grades 9-12. MSA-1 offers credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years to ensure the satisfaction of UC/CSU requirements.

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)

MSA-1 provides access to a college-preparatory, STEAM-focused broad course of study to all our students.

4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

MSA-1 will continue to provide access to a college-preparatory, STEAM-focused comprehensive course of study for all our students. We will ensure that all our students graduate college and career ready.

To provide a more well-rounded education to our students, MSA-1 will strive to offer additional programs such as more elective courses aligned with career pathways, continued health and physical education, diverse arts programs, increased civics, and SEL programs, as well as provide our students with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc. Such additional programs depend on the availability of financial and human resources. MSA-1 will make the best use of its resources to provide a well-rounded educational experience to our students.

Criteria: MSA-1 provides students with a broad array of courses, including core subjects and electives outlined in our charter petition. We also provide all other academic programs and services outlined in our charter petition, specific programs and services dependent on student needs and interests.

Local Performance Indicator Self-Reflection

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

Introduction

The State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area. The approved performance standards require an LEA to:

- Annually measure its progress in meeting the requirements of the specific Local Control Funding Formula (LCFF) priority.
- Report the results as part of a non-consent item at a regularly scheduled public meeting of the local governing board/body in conjunction with the adoption of the Local Control and Accountability Plan (LCAP).
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

This Quick Guide identifies the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

Performance Standards

The performance standards for the local performance indicators are:

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

The LEA annually measures its progress in meeting the Williams settlement requirements at 100% at all of its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable; the LEA then reports the results to its local governing board at a regularly scheduled meeting and to reports to educational partners and the public through the Dashboard.

Implementation of State Academic Standards (LCFF Priority 2)

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Parent and Family Engagement (LCFF Priority 3)

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the SBE-adopted self-reflection tool for Priority 3 at the same meeting at which the LEA adopts its LCAP, and reports to educational partners and the public through the Dashboard.

School Climate (LCFF Priority 6)

The LEA administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the LEA serves (e.g., K-5, 6-8, 9-12), and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to educational partners and the public through the Dashboard.

Access to a Broad Course of Study (LCFF Priority 7)

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code (EC) for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Coordination of Services for Expelled Students – County Office of Education (COE) Only (LCFF Priority 9)

The county office of education (COE) annually measures its progress in coordinating instruction as required by California EC Section 48926; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of misassignments of teachers of ELs, total teacher misassignments, and vacant teacher positions
- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies)

Teachers	Number	Percent
Misassignments of Teachers of English Learners	N/A	N/A
Total Teacher Misassignments	N/A	N/A
Vacant Teacher Positions	N/A	N/A

Access to Instructional Materials	Number	Percent
Students Without Access to Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home	0	0

Facility Conditions	Number
Identified Instances Where Facilities Do Not Meet The "Good Repair" Standard (Including Deficiencies and Extreme Deficiencies)	0

Implementation of State Academic Standards (LCFF Priority 2)

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)				4	
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards				4	
History-Social Science				4	

2. Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards				4	
History-Social Science					5

3. Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)				4	
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards				4	
History-Social Science				4	

Other Adopted Academic Standards

4. Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Career Technical Education			3		
Health Education Content Standards				4	
Physical Education Model Content Standards					5
Visual and Performing Arts					5
World Language					5

Support for Teachers and Administrators**5. Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).**

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole					5
Identifying the professional learning needs of individual teachers					5
Providing support for teachers on the standards they have not yet mastered					5

Optional Narrative (Limited to 1,500 characters)**6. Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.**

MSA-2 ensures all curricula and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.). We provide services to ELs by proficiency level and ELD instruction which is aligned to the CA ELD standards and framework. ELs have access to core and supplemental ELD instructional materials; teachers attend PDs whose focus is on ELD standards. Our teachers participate in ongoing professional development each year. PD includes the areas of Common Core ELA/Literacy, math, ELD Standards and integration of ELD standards into content areas, and training in strategies to support ELs with common core ELA/ELD and math curricula. In addition to a focus on ELA/Literacy, math, and EL, MSA-2 also provides PD and supports our teachers on NGSS, History-Social Science, Career Technical Education, Health Education, Physical Education, Visual and Performing Arts, and World Languages.

MSA2 also provided collaboration time during our Wednesday early dismissal days which align across the Magnolia Public School organization where Teachers on Special Assignment (TOSAs) are able to share best practices across all 10 schools in the organization. Further, MSA2 utilizes the support of the home office to support the achievement of progress implementing the academic standards by means of attending monthly principal meetings, as well as monthly dean of academic meetings where additional systems and training is provided across the organization which are integrated into the school site to support instruction and learning.

Parental Involvement and Family Engagement (LCFF Priority 3)**Introduction**

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit: ¹

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.

- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

Instructions

This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-Making

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified. The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):
 - 1 – Exploration and Research
 - 2 – Beginning Development
 - 3 – Initial Implementation
 - 4 – Full Implementation
 - 5 – Full Implementation and Sustainability
4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.
5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Building Relationships	1	2	3	4	5
1. Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.					5
2. Rate the LEA's progress in creating welcoming environments for all families in the community.					5
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.					5
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.					5

Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)

- Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.

Based upon the analysis of educational partner input and local data, MSA2 has experienced a significant amount of strengths and progress in building relationships between school staff and families during the 2022-23 academic year. This school year was particularly unique in that it involved continuing for the second year to reintegrate students, staff and families into the in-person school system following the distance learning and hybrid learning systems which took place during the previous school year due to the Covid-19 pandemic.

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.

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.

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).

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. 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, 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.

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. 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. The family stakeholder group average 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 high response rate for families may be due to the increased opportunities for families to become involved in the academic outcomes of their children.

For the topic of Knowledge and Fairness of Discipline, Rules and Norms during the 2022-23 academic year, MSA2's favorable rating for families is 96%, which was down by 1 percent from the previous year. The results for families are higher than the MPS average for the educational partner group and demonstrates that MSA2 continues to experience success in this topic. The decrease across 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.

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. The results for families are higher than the MPS average for this educational partner group and demonstrates that MSA2 continues to experience success in this topic. MSA2 has continued to respond to this area of importance during the 2022-23 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.

The topic of Sense of Belonging (School Connectedness) for families during the 2022-23 school year showed a 98% favorable rating, which was down by 1 percent from the previous 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. In particular, MSA2 plans to help elevate these areas during the upcoming school year by increasing opportunities for students, staff and families to lead more assemblies, celebrations, and social events which are led by students and staff members, as well as community events which include families.

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.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.

For the topic of Knowledge and Fairness of Discipline, Rules and Norms during the 2022-23 academic year, MSA2's favorable rating for families is 96%, which was down by 1 percent from the previous year. Despite this decrease by 1 percent, the results for families are higher than the MPS average for the educational partner group and demonstrates that MSA2 continues to experience success in this topic. The decrease across 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. MSA2 plans on taking proactive steps to help this area increase over the upcoming school year by creating additional opportunities for families to be included in the process of discussing aspects of school discipline, rules and norms, including through families involvement in the Parent Advisory Committee (PAC), ELAC, and Parent Task Force (PTF) where they are invited to provide input about these specific policies and practices.

The topic of Sense of Belonging (School Connectedness) for families during the 2022-23 school year showed a 98% favorable rating, which was down by 1 percent from the previous 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. In particular, MSA2 plans to help elevate these areas during the upcoming school year by increasing opportunities for students, staff and families to lead more assemblies, celebrations, and social events which are led by students and staff members, as well as community events which include families. MSA2 plans on taking additional proactive steps to help this area increase over the upcoming school year by creating additional opportunities for families to be included in the process of being connected to the school community through more events, resource fairs, and other areas of priority for families. Further, MSA2 plans to increase this area during the upcoming school year by including through families involvement in the Parent Advisory Committee (PAC), ELAC, and Parent Task Force (PTF) where they are invited to provide input about these specific events and activities which the school holds each school year that have the ability to make families have an increased sense of belonging and connectedness to the school, including having sports games where families, staff and students can all play together, food celebrations, and more.

We are incredibly proud of all of our areas of growth and plan on continuing to focus on taking proactive steps to improve upon these priority areas during the 2023-24 school year.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.

MSA-2 builds trusting and respectful relationships with parents through activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs. Administrators greet all students and parents in the mornings during student drop off and have an open door policy welcoming all parents. Our staff connects with families through home visits, learning about students' outside interests, families, and home routines, and then using that information to connect in meaningful, individualized ways that can have huge rewards in helping to create happier, healthier, and smarter kids. The school uses home visits as one of the important features of its education program to improve student and school performance.

The School holds periodic meetings to gather input from our families. These meetings include Parent Advisory Committee (PAC) meetings, Parent Task Force (PTF) meetings, ELAC meetings and parent workshops. The school also conducts a family and student experience survey with specific questions on the sense of safety and school connectedness, school culture and climate, and other areas of school improvement. In addition, the school holds Coffee with the Principal meetings each Friday where all parents are invited to join school administration and support staff to discuss areas of importance for the parents, ask questions, provide feedback and gather as a community. Further, parents frequently serve on committees which include staff members and students where all educational partner groups collaborate in planning events, including school dances and award assemblies.

Parents are also invited to attend assemblies which celebrate student academic excellence, behavioral improvement, outstanding attendance, and other accomplishments, as well as build school spirit and help the school take a stand against bullying. Further, parents are invited to attend school events which are a part of the Positive Behavioral Interventions and Supports (PBIS) system in which students compete in academic, athletic and creative problem-solving events. Parents also participate in the PBIS committee which includes attending trainings with the Los Angeles County Office of Education (LACOE).

MSA2 hosts events which promote a deeper understanding about cultures of families, including a Dia de los Muertos (Day of the Dead) event which included live music and art by students as well as traditional food which was prepared by families and staff members.

Parents also participate as chaperones for field trips where they support the supervision of students during off-campus educational experiences ranging from trips to the Los Angeles Zoo and the California Science Center to public and private universities. Furthermore, parents and families attend CIF sporting events where our students compete with local schools in after school competitive athletic events in sports including cross country, volleyball, soccer, and basketball. Beyond these opportunities, parents also enjoy attending other academic competitions which students participate in, including robotics tournaments and Academic Decathlon events.

During the 2022-23 academic year, MSA2 hosted a combination of in-person and hybrid events, meetings and workshops related to the above categories in order to create the optimal opportunity for families to be involved and connected to the school community.

To improve in this area, MSA2 will continue to utilize the existing data from a variety of sources, including educational partner surveys, and we will make plans to expand upon the existing support and services provided in this area.

Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Building Partnerships	1	2	3	4	5
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.					5
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.				4	
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.					5
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.					5

Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)

- Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.

MSA-2 provides resources to support student learning at home through multiple workshops such as parent college and through feedback given to parents during parent conferences. We have also partnered with CCSA to help equip parents with the knowledge and tools to become an advocate for their students and for their school.

MSA 2's communication system ParentSquare keeps parents and staff in constant communications through multiple mediums such as texts, private messages and voicemail. ParentSquare has also broken language barriers between staff and families through its automatic language translation and thus, facilitates communication across multiple linguistic and cultural backgrounds. Parents also have the ability to check student grades in the school information system, Infinite Campus, as well as stay updated about student attendance in order to remain informed about their child's progress in a variety of areas. Moreover, parents receive daily phone calls from office staff members to verify student absences and gather useful information about areas of support which students may need when they return to school.

MPS Board meetings are open to MSA2 parents to attend, as the campus is open to the public during all Board and committee meetings. Additionally, parents are able to serve as MPS Board members where they vote on decisions which impact the budgets, operations, and decisions of all ten schools in the MPS charter management organization. Currently, a former MSA2 parent serves as the only former parent educational partner on the MPS Board.

MSA2 has a Parent and Community Engagement (PACE) coordinator who facilitates parent training, including on topics related to social emotional learning and mental health support. Parents are also invited to attend workshops where English language courses are taught, and college readiness is presented. Parents also serve on the committee to review the School Safety Plan each year in addition to student and staff educational partners prior to submitting the updated plan to the Magnolia Public School (MPS) Board for approval.

To improve in this area, MSA2 will continue to utilize the existing data from a variety of sources, including educational partners surveys, and we will make plans to expand upon the existing support and services provided in this area.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.

MSA2 will continue to focus on maintaining the current priorities of providing ongoing opportunities to participate, collaborate and reflect amongst all educational partners within the school community, including between students, families, and the school. In particular, the focus areas which will be priorities in the upcoming school year relate to continuing to improve upon the CTE pathways opportunities provided to students in middle school and high school, as well as to provide increase college courses to the high school community through community partnerships at LA Valley College, Pierce College and Mission College.

In addition, MSA2 will provide opportunities to begin taking advanced English pathways in middle school to support students in developing more technical skills for the students which can lead to increased success in college and advanced courses in high school. Further, MSA2 will continue to analyze data gathered from online resources including the NWEA MAP, myON, ALEKS, iXL, and other sources to support student growth in math, reading and writing.

Moreover, MSA2 will continue to utilize the MTSS systems to improve SEL supports for students, including by expanding educational programs provided to students through Zones of Regulation curriculum which continue to produce weekly videos which permit students to develop better SEL skills which can help them better access their academic program. Finally, MSA2 will continue with the PBIS partnership with LACOE and will continue to build the program in hopes of achieving a Gold metal status for the program in the upcoming year.

MSA2 also aims to improve outcomes academically for all student groups and across all demographics of students, including homeless / foster youth, EL students, students with disabilities, socioeconomically disadvantaged youth, and all racial / ethnic demographics of students.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

As was stated previously, MSA2 will continue to improve engagement of underrepresented families identified during the self-reflection process in relation to building partnerships for student outcomes through a variety of methods, opportunities, and partnerships.

MSA-2 builds trusting and respectful relationships with parents through activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs. Administrators greet all students and parents in the mornings during student drop off and have an open door policy welcoming all parents. Our staff connects with families through home visits, learning about students' outside interests, families, and home routines, and then using that information to connect in meaningful, individualized ways that can have huge rewards in helping to create happier, healthier, and smarter kids. The school uses home visits as one of the important features of its education program to improve student and school performance.

The School holds periodic meetings to gather input from our families. These meetings include Parent Advisory Council (PAC) meetings, Parent Task Force (PTF) meetings, ELAC meetings and parent workshops. The school also conducts a family and student experience survey with specific questions on the sense of safety and school connectedness, school culture and climate, and other areas of school improvement. In addition, the school holds Coffee with the Principal meetings each Friday where all parents are invited to join school administration and support staff to discuss areas of importance for the parents, ask questions, provide feedback and gather as a community. Further, parents frequently serve on committees which include staff members and students where all educational partner groups collaborate in planning events, including school dances and award assemblies.

Parents are also invited to attend assemblies which celebrate student academic excellence, behavioral improvement, outstanding attendance, and other accomplishments, as well as build school spirit and help the school take a stand against bullying. Further, parents are invited to attend school events which are a part of the Positive Behavioral Interventions and Supports (PBIS) system in which students compete in academic, athletic and creative problem-solving events. Parents also participate in the PBIS committee which includes attending trainings with the Los Angeles County Office of Education (LACOE).

MSA2 hosts events which promote a deeper understanding about cultures of families, including a Dia de los Muertos (Day of the Dead) event which included live music and art by students as well as traditional food which was prepared by families and staff members.

Parents also participate as chaperones for field trips where they support the supervision of students during off-campus educational experiences ranging from trips to the Los Angeles Zoo and the California Science Center to public and private universities. Furthermore, parents and families attend CIF sporting events where our students compete with local schools in after school competitive athletic events in sports including cross country, volleyball, soccer, and basketball. Beyond these opportunities, parents also enjoy attending other academic competitions which students participate in, including robotics tournaments and Academic Decathlon events.

During the 2022-23 academic year, MSA2 hosted a combination of in-person and hybrid events, meetings and workshops related to the above categories to provide the optimal opportunity for families to be involved in the school community.

To improve in this area, MSA2 will continue to utilize the existing data from a variety of sources, including educational partners surveys, and we will make plans to expand upon the existing support and services provided in this area.

Section 3: Seeking Input for Decision-Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Seeking Input	1	2	3	4	5
9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.					5
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.					5
11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.					5

Seeking Input	1	2	3	4	5
12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.					5

Seeking Input for Decision-Making Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.

MSA2 has a tremendous amount of strengths related to the school's methods for seeking input for decision-making. In particular, MSA2 has continued to hold Friday Coffee with the Principal weekly meetings with educational partners in which a tremendous amount of input is regularly collected. Further, MSA2 holds monthly Parent Advisory Committee (PAC), Parent Task Force (PTF), ELAC, and Title I meetings in which additional input is provided by committee members, including elected representative feedback across multiple educational partnership groups. Additionally, MSA2 continues to have a Parent and Community Engagement coordinator and a Community Schools Coordinator who both work with the families and community to gather feedback and improve opportunities to seek input for decision-making. MSA2 also continues to hold elections for student government representatives which include grade level representatives from middle school and high school, as well as executive officers for the full school and 12th grade. These student government members provide feedback related to the content which will be taught to students each week during the weekly PBIS videos which are created by the student government members and which integrate the Zones of Regulation curriculum. The staff also continue to vote for PBIS Ambassadors who serve as the leaders of each of the 4 houses in the school and lead activities as well as attend trainings and provide input about PBIS programs which the school will implement. Beyond this, staff continue to fill out surveys related to the additional committees and duties which they would like to be involved in during the upcoming school year which included providing feedback to the school operations. There are numerous strengths related to the opportunities to seek input for decision-making beyond the ones highlighted here, but these are some of the most significant ones currently at MSA2.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.

MSA-2 holds periodic meetings to gather input from our families. These meetings include Parent Advisory Committee (PAC) meetings, Parent Task Force (PTF) meetings and ELAC meetings. During these meetings parents have the opportunity to review school goals, priorities and decisions being made which are included in the LCAP and provide input for our administration team. The school also conducts a family and student experience survey with specific questions on the sense of safety and school connectedness, school culture and climate, and other areas of school improvement. To improve in this area, MSA2 will continue to utilize the existing data from a variety of sources, including educational partners surveys, and we will make plans to expand upon the existing support and services provided in this area.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

As was stated previously, MSA2 will continue to improve engagement of underrepresented families identified during the self-reflection process in relation to seeking input for decision-making through a variety of methods, opportunities, and partnerships. In particular, MSA2 will build upon the below existing systems, structures, programs and services related to this matter.

MSA-2 builds trusting and respectful relationships with parents through activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs. Administrators greet all students and parents in the mornings during student drop off and have an open door policy welcoming all parents. Our staff connects with families through home visits, learning about students' outside interests, families, and home routines, and then using that information to connect in meaningful, individualized ways

that can have huge rewards in helping to create happier, healthier, and smarter kids. The school uses home visits as one of the important features of its education program to improve student and school performance.

The School holds periodic meetings to gather input from our families. These meetings include Parent Advisory Committee (PAC) meetings, Parent Task Force (PTF) meetings and ELAC meetings and parent workshops. The school also conducts a family and student experience survey with specific questions on the sense of safety and school connectedness, school culture and climate, and other areas of school improvement. In addition, the school holds Coffee with the Principal meetings each Friday where all parents are invited to join school administration and support staff to discuss areas of importance for the parents, ask questions, provide feedback and gather as a community. Further, parents frequently serve on committees which include staff members and students where all educational partner groups collaborate in planning events, including school dances and award assemblies.

Parents are also invited to attend assemblies which celebrate student academic excellence, behavioral improvement, outstanding attendance, and other accomplishments, as well as build school spirit and help the school take a stand against bullying. Further, parents are invited to attend school events which are a part of the Positive Behavioral Interventions and Supports (PBIS) system in which students compete in academic, athletic and creative problem-solving events. Parents also participate in the PBIS committee which includes attending trainings with the Los Angeles County Office of Education (LACOE).

MSA2 hosts events which promote a deeper understanding about cultures of families, including a Dia de los Muertos (Day of the Dead) event which included live music and art by students as well as traditional food prepared by families and staff members.

Parents also participate as chaperones for field trips where they support the supervision of students during off-campus educational experiences ranging from trips to the Los Angeles Zoo and the California Science Center to public and private universities. Furthermore, parents and families attend CIF sporting events where our students compete with local schools in after school competitive athletic events in sports including cross country, volleyball, soccer, and basketball. Beyond these opportunities, parents also enjoy attending other academic competitions which students participate in, including robotics tournaments and Academic Decathlon events.

During the 2022-23 academic year, MSA2 hosted a combination of in-person and hybrid events, meetings and workshops related to the above categories to provide optimal opportunities for families to be involved in the school community.

To improve in this area, MSA2 will continue to utilize the existing data from a variety of sources, including educational partner surveys, and we will make plans to expand upon the existing support and services provided in this area.

School Climate (LCFF Priority 6)

LEAs will provide a narrative summary of the local administration and analysis of a local climate survey that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K–5, 6–8, 9–12) in a text box provided in the California School Dashboard (response limited to 3,000 characters). LEAs will have an opportunity to include differences among student groups, and for surveys that provide an overall score, such as the California Healthy Kids Survey, report the overall score for all students and student groups. This summary may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

1. **DATA:** Reflect on the key learnings from the survey results and share what the LEA learned.
2. **MEANING:** What do the disaggregated results (if applicable) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, and barriers?
3. **USE:** What revisions, decisions, or actions has, or will, the LEA implement in response to the results for continuous improvement purposes? Why? If you have already implemented actions, did you see the results you were seeking?

MSA2 annually conducts a Panorama survey for students, parents and staff. We analyze results and share findings with educational partners during LCAP information and feedback meetings and regular board meetings. We disaggregate results by grade and student group and also use open-ended questions to further understand educational partners' perceptions.

To help address previous survey concerns about bullying, MSA-2 launched a PBIS (Positive Behavioral Interventions and Supports) program several years ago in partnership with LACOE where students compete for positive recognition and team points for meeting behavior expectations. At the end of the first year implementing the PBIS house system, the house with the highest points went to Universal Studios as an incentive. For the second year, a parent and MPS Board member were brought on the PBIS team to support program implementation. Expectations are reinforced with weekly videos made by the student government and are shared with students.

This year, we continued to expand upon athletic facilities for our PE program to incorporate more days on co-location facilities. In addition, to support social-emotional needs, we continue with a full-time psychologist and counselor, and a part-time school social worker.

To support school safety, we continued to maintain large banners in front of the school to help block visibility. We continue to utilize the expanded school surveillance cameras inside classrooms which was installed in collaboration with LAUSD LACOE and the MPS Board.

Educational partners' voices (i.e., voices of our students, families, staff, and other school community members) play a powerful role in helping us learn how to improve our teaching, leadership, and other school practices. Surveys have been the primary means of collecting student, family, and staff opinions about what we are doing great and should keep doing, and what are areas for improvement so we can continue to provide our students with the best quality education. MSA-2 uses an online platform to provide students, families, and staff with groups of questions that measure their perceptions of teaching and learning, as well as their perceptions of school climate and students' own strengths and weaknesses.

Annually, we analyze survey results and share the results and findings with our educational partners during LCAP information and feedback meetings and regular board meetings.

In addition to the survey process to gather educational partners' feedback which can be used to improve school climate, MSA2 also receives invaluable feedback from parents during regular Coffee with the Principal meetings, Parent Task Force (PTF), Parent Advisory Committee (PAC), and ELAC meetings. Further, invaluable feedback is shared by students through the ASB Student Government which holds regular meetings to support school improvement across a variety of areas. Moreover, staff members provide insightful feedback through a variety of means, including during weekly staff meetings, as well as during grade level meetings, PBIS trainings, and MTSS meetings.

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.

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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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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.

Access to a Broad Course of Study (LCFF Priority 7)

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)

MSA2 utilizes numerous locally selected measures and tools to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. The below proactive steps are taken by the school to ensure this is taking place:

MSA-2 designs its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including all student groups. Core subjects (English, mathematics, social sciences, and science) and electives are offered aligned with our charter petition and graduation requirements. As evidenced by the school master schedule, elective forms, class rosters, student schedules and transcripts, MSA-2 strives to offer a well-rounded education to our students.

MSA-2 provides students with 4-year plans and support programs to ensure timely high school graduation. We offer credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years to ensure satisfaction of UC/CSU requirements.

MSA-2 has meetings with the Special Education department on a regular basis in which academic, behavioral, and social-emotional progress of students with IEPs are reviewed. Interventions are implemented which are geared toward supporting students in making progress in their graduation plans, as well as toward their goals expressed in IEPs. Accommodations are provided to students which are determined by the IEP team members and which input from teachers, parents and students based on identified areas of need.

School administration holds meetings with home office support staff where data is reviewed from CAASPP, NWEA MAP, California Dashboard, Interim Assessment Blocks which focuses on performance levels of unduplicated student groups and students with exceptional needs and action plans are developed and monitored which hold MSA-2 accountable for the progress of all students in areas of academic standards, chronic absenteeism, college readiness, graduation rates, and other areas. This data is also shared with MSA2 staff members during staff PD meetings.

Midyear progress toward LCAP goals are reviewed and presented to MPS home office members as well as during MPS Board meetings. Further, teachers and school administrators align their professional goals in TeachBoost with these standards and goals, and end of year performance reviews hold teachers and administrators accountable for meeting or failing to meet goals related to MSA-2's success in this area. Monthly meetings take place in the home office with Principals, Dean of Academics, and Dean of Students where this priority and other priorities can be reviewed and supported.

As evidenced by our master schedule, elective forms, class rosters, student schedules and transcripts, 100% of students have access to a broad course of study, including core subjects (English, mathematics, social sciences, and science) and electives as outlined in our charter petition.

We also provide all other academic programs and services outlined in our charter petition, certain programs and services being dependent on student need and interest. For example; we provide CCSS aligned ELA and math intervention classes to all students who are in need of additional support. We provide designated and integrated ELD instruction, support and intervention to ELs and immigrant students. We closely monitor student progress in ELA/Literacy, math, and ELD as measured by our interim assessments (MAP, IAB, etc.)

We provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests. The AP courses we have offered this year include AP Spanish Language and Culture, and AP Computers. MSA2 also continues to enroll increased quantities of our students into dual enrollment college courses throughout their high school tenure as a manner of providing further advanced academic enrichment in partnership with Pierce College and Los Angeles Valley College.

All students have access to "Advisory" classes (college planning and career exploration program) and programs preparing students for college readiness, including test preparation in grades 9-12. MSA-2 offers credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years to ensure satisfaction of UC/CSU requirements. MSA-2 had a one-year cohort graduation rate of 100% last year where 95.1% of our graduates completed courses that satisfy the UC/CSU requirements.

MSA-2 will continue to provide access to a college-preparatory, STEAM focused broad course of study for all our students. We will ensure that all our students graduate college and career ready.

In an effort to provide more well-rounded education to our students, MSA-2 will strive to offer additional programs such as more elective courses aligned with career pathways, continued health and physical education, diverse arts programs, increased civics, Life Skills, and SEL programs, etc., as well as provide our students with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc. Such additional programs depend on the availability of financial and human resources. MSA-2 will make the best use of its resources to provide a well-rounded education experience to our students.

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)

Using the locally selected measures and tools, MSA-2 takes numerous steps to ensure that all students have access to, and are enrolled in, a broad course of study. This is due to the below proactive steps which are taken by the school, mentioned again below, which also ensure that there is no difference across student groups in access to, and enrollment in, a broad course of study. In particular, this includes all unduplicated student groups, and individuals with exceptional needs.

MSA-2 designs its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including all student groups. Core subjects (English, mathematics, social sciences, and science) and electives are offered aligned with our charter petition and graduation requirements. As evidenced by the school master schedule, elective forms, class rosters, student schedules and transcripts, MSA-2 strives to offer a well-rounded education to our students.

MSA-2 provides students with 4-year plans and support programs to ensure timely high school graduation. We offer credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years to ensure satisfaction of UC/CSU requirements.

MSA-2 has meetings with the Special Education department on a regular basis in which academic, behavioral, and social-emotional progress of students with IEPs are reviewed. Interventions are implemented which are geared toward supporting students in making progress in their graduation plans, as well as toward their goals expressed in IEPs. Accommodations are provided to students which are determined by the IEP team members and which input from teachers, parents and students based on identified areas of need.

School administration holds meetings with home office support staff where data is reviewed from CAASPP, NWEA MAP, California Dashboard, Interim Assessment Blocks which focuses on performance levels of unduplicated student groups and students with exceptional needs and action plans are developed and monitored which hold MSA-2 accountable for the progress of all students in areas of academic standards, chronic absenteeism, college readiness, graduation rates, and other areas. This data is also shared with MSA2 staff members during staff PD meetings.

Midyear progress toward LCAP goals are reviewed and presented to MPS home office members as well as during MPS Board meetings. Further, teachers and school administrators align their professional goals in TeachBoost with these standards and goals, and end of year performance reviews hold teachers and administrators accountable for meeting or failing to meet goals related to MSA-2's success in this area. Monthly meetings take place in the home office with Principals, Dean of Academics, and Dean of Students where this priority and other priorities can be reviewed and supported.

As evidenced by our master schedule, elective forms, class rosters, student schedules and transcripts, 100% of students have access to a broad course of study, including core subjects (English, mathematics, social sciences, and science) and electives as outlined in our charter petition.

We also provide all other academic programs and services outlined in our charter petition, certain programs and services being dependent on student need and interest. For example; we provide CCSS aligned ELA and math intervention classes to all students who are in need of additional support. We provide designated and integrated ELD instruction, support and intervention to ELs and immigrant students. We closely monitor student progress in ELA/Literacy, math, and ELD as measured by our interim assessments (MAP, IAB, etc.)

We provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests. The AP courses we have offered this year include AP Spanish Language and Culture, and AP Computers. MSA2 also continues to enroll increased quantities of our students into dual enrollment college courses throughout their high school tenure as a manner of providing further advanced academic enrichment in partnership with Pierce College and Los Angeles Valley College.

All students have access to “Advisory” classes (college planning and career exploration program) and programs preparing students for college readiness, including test preparation in grades 9-12. MSA-2 offers credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years to ensure satisfaction of UC/CSU requirements. MSA-2 had a one-year cohort graduation rate of 100% last year where 95.1% of our graduates completed courses that satisfy the UC/CSU requirements.

MSA-2 will continue to provide access to a college-preparatory, STEAM focused broad course of study for all our students. We will ensure that all our students graduate college and career ready.

In an effort to provide more well-rounded education to our students, MSA-2 will strive to offer additional programs such as more elective courses aligned with career pathways, continued health and physical education, diverse arts programs, increased civics, Life Skills, and SEL programs, etc., as well as provide our students with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc. Such additional programs depend on the availability of financial and human resources. MSA-2 will make the best use of its resources to provide a well-rounded education experience to our students.

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)

MSA-2 does not have any specific barriers which prevent the school from providing access to a broad course of study for all students. This is due to the below proactive steps which are taken by the school, mentioned again below:

MSA-2 designs its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including all student groups. Core subjects (English, mathematics, social sciences, and science) and electives are offered aligned with our charter petition and graduation requirements. As evidenced by the school master schedule, elective forms, class rosters, student schedules and transcripts, MSA-2 strives to offer a well-rounded education to our students.

MSA-2 provides students with 4-year plans and support programs to ensure timely high school graduation. We offer credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years to ensure satisfaction of UC/CSU requirements.

MSA-2 has meetings with the Special Education department on a regular basis in which academic, behavioral, and social-emotional progress of students with IEPs are reviewed. Interventions are implemented which are geared toward supporting students in making progress in their graduation plans, as well as toward their goals expressed in IEPs. Accommodations are provided to students which are determined by the IEP team members and which input from teachers, parents and students based on identified areas of need.

School administration holds meetings with home office support staff where data is reviewed from CAASPP, NWEA MAP, California Dashboard, Interim Assessment Blocks which focuses on performance levels of unduplicated student groups and students with exceptional needs and action plans are developed and monitored which hold MSA-2 accountable for the progress of all students in areas of academic standards, chronic absenteeism, college readiness, graduation rates, and other areas. This data is also shared with MSA2 staff members during staff PD meetings.

Midyear progress toward LCAP goals are reviewed and presented to MPS home office members as well as during MPS Board meetings. Further, teachers and school administrators align their professional goals in TeachBoost with these standards and goals, and end of year performance reviews hold teachers and administrators accountable for meeting or failing to meet goals related to MSA-2’s success in this area. Monthly meetings take place in the home office with Principals, Dean of Academics, and Dean of Students where this priority and other priorities can be reviewed and supported.

As evidenced by our master schedule, elective forms, class rosters, student schedules and transcripts, 100% of students have access to a broad course of study, including core subjects (English, mathematics, social sciences, and science) and electives as outlined in our charter petition.

We also provide all other academic programs and services outlined in our charter petition, certain programs and services being dependent on student need and interest. For example; we provide CCSS aligned ELA and math intervention classes to all students who are in need of additional support. We provide designated and integrated ELD instruction, support and intervention to ELs and immigrant students. We closely monitor student progress in ELA/Literacy, math, and ELD as measured by our interim assessments (MAP, IAB, etc.)

We provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests. The AP courses we have offered this year include AP Spanish Language and Culture, and AP Computers. MSA2 also continues to enroll increased quantities of our students into dual enrollment college courses throughout their high school tenure as a manner of providing further advanced academic enrichment in partnership with Pierce College and Los Angeles Valley College.

All students have access to "Advisory" classes (college planning and career exploration program) and programs preparing students for college readiness, including test preparation in grades 9-12. MSA-2 offers credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years to ensure satisfaction of UC/CSU requirements. MSA-2 had a one-year cohort graduation rate of 100% last year where 95.1% of our graduates completed courses that satisfy the UC/CSU requirements.

MSA-2 will continue to provide access to a college-preparatory, STEAM focused broad course of study for all our students. We will ensure that all our students graduate college and career ready.

In an effort to provide more well-rounded education to our students, MSA-2 will strive to offer additional programs such as more elective courses aligned with career pathways, continued health and physical education, diverse arts programs, increased civics, Life Skills, and SEL programs, etc., as well as provide our students with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc. Such additional programs depend on the availability of financial and human resources. MSA-2 will make the best use of its resources to provide a well-rounded education experience to our students.

4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

MSA-2 designs its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including all student groups. Core subjects (English, mathematics, social sciences, and science) and electives are offered aligned with our charter petition and graduation requirements. As evidenced by the school master schedule, elective forms, class rosters, student schedules and transcripts, MSA-2 strives to offer a well-rounded education to our students.

MSA-2 provides students with 4-year plans and support programs to ensure timely high school graduation. We offer credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years to ensure satisfaction of UC/CSU requirements.

MSA-2 has meetings with the Special Education department on a regular basis in which academic, behavioral, and social-emotional progress of students with IEPs are reviewed. Interventions are implemented which are geared toward supporting students in making progress in their graduation plans, as well as toward their goals expressed in IEPs. Accommodations are provided to students which are determined by the IEP team members and which input from teachers, parents and students based on identified areas of need.

School administration holds meetings with home office support staff where data is reviewed from CAASPP, NWEA MAP, California Dashboard, Interim Assessment Blocks which focuses on performance levels of unduplicated student groups and students with exceptional needs and action plans are developed and monitored which hold MSA-2 accountable for the progress of all students in areas of academic standards, chronic absenteeism, college readiness, graduation rates, and other areas. This data is also shared with MSA2 staff members during staff PD meetings.

Midyear progress toward LCAP goals are reviewed and presented to MPS home office members as well as during MPS Board meetings. Further, teachers and school administrators align their professional goals in TeachBoost with these standards and goals, and end of year performance reviews hold teachers and administrators accountable for meeting or failing to meet goals related to MSA-2's success in this area. Monthly meetings take place in the home office with Principals, Dean of Academics, and Dean of Students where this priority and other priorities can be reviewed and supported.

As evidenced by our master schedule, elective forms, class rosters, student schedules and transcripts, 100% of students have access to a broad course of study, including core subjects (English, mathematics, social sciences, and science) and electives as outlined in our charter petition.

We also provide all other academic programs and services outlined in our charter petition, certain programs and services being dependent on student need and interest. For example; we provide CCSS aligned ELA and math intervention classes to all students who are in need of additional support. We provide designated and integrated ELD instruction, support and intervention to ELs and immigrant students. We closely monitor student progress in ELA/Literacy, math, and ELD as measured by our interim assessments (MAP, IAB, etc.)

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All students have access to "Advisory" classes (college planning and career exploration program) and programs preparing students for college readiness, including test preparation in grades 9-12. MSA-2 offers credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years to ensure satisfaction of UC/CSU requirements. MSA-2 had a one-year cohort graduation rate of 100% last year where 95.1% of our graduates completed courses that satisfy the UC/CSU requirements.

MSA-2 will continue to provide access to a college-preparatory, STEAM focused broad course of study for all our students. We will ensure that all our students graduate college and career ready.

In an effort to provide more well-rounded education to our students, MSA-2 will strive to offer additional programs such as more elective courses aligned with career pathways, continued health and physical education, diverse arts programs, increased civics, Life Skills, and SEL programs, etc., as well as provide our students with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc. Such additional programs depend on the availability of financial and human resources. MSA-2 will make the best use of its resources to provide a well-rounded education experience to our students.

Local Performance Indicator Self-Reflection

Local Educational Agency (LEA)	Contact Name and Title	Email and Phone
Magnolia Science Academy-3	Zekeriya Ocel Principal	zocel@magnoliapublicschools.org (310) 637-3806

Introduction

The State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area. The approved performance standards require an LEA to:

- Annually measure its progress in meeting the requirements of the specific Local Control Funding Formula (LCFF) priority.
- Report the results as part of a non-consent item at a regularly scheduled public meeting of the local governing board/body in conjunction with the adoption of the Local Control and Accountability Plan (LCAP).
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

This Quick Guide identifies the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

Performance Standards

The performance standards for the local performance indicators are:

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

The LEA annually measures its progress in meeting the Williams settlement requirements at 100% at all of its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable; the LEA then reports the results to its local governing board at a regularly scheduled meeting and to reports to educational partners and the public through the Dashboard.

Implementation of State Academic Standards (LCFF Priority 2)

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Parent and Family Engagement (LCFF Priority 3)

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the SBE-adopted self-reflection tool for Priority 3 at the same meeting at which the LEA adopts its LCAP, and reports to educational partners and the public through the Dashboard.

School Climate (LCFF Priority 6)

The LEA administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the LEA serves (e.g., K-5, 6-8, 9-12), and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to educational partners and the public through the Dashboard.

Access to a Broad Course of Study (LCFF Priority 7)

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code (EC) for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Coordination of Services for Expelled Students – County Office of Education (COE) Only (LCFF Priority 9)

The county office of education (COE) annually measures its progress in coordinating instruction as required by California EC Section 48926; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of misassignments of teachers of ELs, total teacher misassignments, and vacant teacher positions
- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies)

Teachers	Number	Percent
Misassignments of Teachers of English Learners	N/A	N/A
Total Teacher Misassignments	N/A	N/A
Vacant Teacher Positions	N/A	N.A

Access to Instructional Materials	Number	Percent
Students Without Access to Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home	0	0

Facility Conditions	Number
Identified Instances Where Facilities Do Not Meet The "Good Repair" Standard (Including Deficiencies and Extreme Deficiencies)	0

Implementation of State Academic Standards (LCFF Priority 2)

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards				4	
History-Social Science				4	

2. Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards				4	
History-Social Science				4	

3. Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				4	
ELD (Aligned to ELA Standards)				4	
Mathematics – Common Core State Standards for Mathematics				4	
Next Generation Science Standards				4	
History-Social Science				4	

Other Adopted Academic Standards

4. Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Career Technical Education			3		
Health Education Content Standards			3		
Physical Education Model Content Standards					5
Visual and Performing Arts					5
World Language					5

Support for Teachers and Administrators**5. Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).**

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole					5
Identifying the professional learning needs of individual teachers					5
Providing support for teachers on the standards they have not yet mastered					5

Optional Narrative (Limited to 1,500 characters)**6. Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.**

MSA-3 ensures all curricula and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) We provide services to ELs by proficiency level and ELD instruction is aligned to the CA ELD standards and framework. ELs have access to core and supplemental ELD instructional materials; teachers attend PDs whose focus is on ELD standards. Our teachers participate in at least 18 hours of professional development per year. PD includes the areas of Common Core ELA/Literacy, math, ELD Standards and integration of ELD standards into content areas, and training in strategies to support ELs with common core ELA/ELD and math curricula. While the primary focus has mostly been on the ELA/Literacy, math, and ELD over the past few years, MSA-3 has also provided PD and supported our teachers on NGSS, History-Social Science, Career Technical Education, Health Education, Physical Education, Visual and Performing Arts, and World Languages.

Parental Involvement and Family Engagement (LCFF Priority 3)**Introduction**

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit: ¹

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.
- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

Instructions

This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-Making

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified. The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):
 - 1 – Exploration and Research
 - 2 – Beginning Development
 - 3 – Initial Implementation
 - 4 – Full Implementation
 - 5 – Full Implementation and Sustainability
4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.
5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Building Relationships	1	2	3	4	5
1. Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.				4	
2. Rate the LEA's progress in creating welcoming environments for all families in the community.				4	
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.				4	
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.				4	

Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)

- Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.

We have a variety of events(Honor Roll Assembly, Back to School night, Orientation, Parent Teacher Conferences, Open Houses) and utilize our website and ParentSquare to ensure to communicate important updates, successes and any plans for improvement and change.

- Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.

MSA-3 has hired a PACE coordinator to better in touch with our families. Our focus areas of improvement is to establish a Parent Task Force. Parents will have more engagement via this task force.

- Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.

MSA-3 has homeless and foster youth liaison. This position allows our families to receive SEL (Social Emotional Learning) support. MSA-3 has Coffee with admin to get hear from our parents about the concerns they have, and this allows us to check our practices in regards to academics and school operation.

MSA-3 has several engagement opportunities for feedback and growth via social media accounts and school events to ensure our school community is cohesive and collaborative.

Our demographic is African American 36% and Latino populations 62%. We try to ensure we are inclusive of all genders, races, ethnicities, and cultures. Being 100% inclusive takes time but MSA-3 is 100% invested in making a mark of cohesion at all parts of our school's staff, families and students!

One area of improvement is Climate of Support. MSA-3 admin and staff will increase support of families through;

- 1) various modes like getting feedback surveys.
- 2) informing parents more of volunteer opportunities.
- 3) including data points for Academic and Behavior during parent meetings to better drive the school operations.

Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- Rating Scale (lowest to highest) -
- 1 - Exploration and Research Phase
 - 2 - Beginning Development
 - 3 - Initial Implementation
 - 4 - Full Implementation
 - 5 - Full Implementation and Sustainability

Building Partnerships	1	2	3	4	5
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.				4	
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.				4	
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.				4	
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.				4	

Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.

MSA-3 is investing more to improve instructional strategies like collaborative learning, along with professional development on classroom management. We also invest in more college counselors to ensure all of our students finish high school and get college acceptances. College Career Indicator turned to "green" with substantial A-G completion as well as SBAC proficiency.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.

We spend a lot of focus on home visits and getting our staff familiar with the student's families. Building a bond and a connection of trust is the most effective way to improve engagement.

- Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

One area of improvement is Climate of Support for our students. MSA-3 admin and staff will increase support of families through;

- 1) Student Led academic engagement meeting academic challenges using UDL support model.,
- 2) providing continued SEL support by using our MTSS Model.
- 3) acknowledging and celebrating student success each quarter.

Section 3: Seeking Input for Decision-Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Seeking Input	1	2	3	4	5
9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.				4	
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.				4	
11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.			3		
12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.			3		

Seeking Input for Decision-Making Dashboard Narrative Boxes (Limited to 3,000 characters)

- Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.

We engage with our staff via anonymous survey where we collect data and open ended questions in regards to academics, discipline, school culture.

- Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.

Monthly, we have a meeting called PAC/Coffee with the Admin so parents can stop in and have a meet and greet or voice concerns and recommend new items to make the school more efficient.

- Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

MSA-3 will continue to focus on well planned PAC and ELAC meetings to involve underrepresented groups. MSA-3 has adjusted Coffee with the Admin on a monthly basis to provide comprehensive data points for academics and behavior.

School Climate (LCFF Priority 6)

LEAs will provide a narrative summary of the local administration and analysis of a local climate survey that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K–5, 6–8, 9–12) in a text box provided in the California School Dashboard (response limited to 3,000 characters). LEAs will have an opportunity to include differences among student groups, and for surveys that provide an overall score, such as the California Healthy Kids Survey, report the overall score for all students and student groups. This summary may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

- DATA:** Reflect on the key learnings from the survey results and share what the LEA learned.
- MEANING:** What do the disaggregated results (if applicable) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, and barriers?
- USE:** What revisions, decisions, or actions has, or will, the LEA implement in response to the results for continuous improvement purposes? Why? If you have already implemented actions, did you see the results you were seeking?

There is a 3 % decline with student satisfaction rates and 1 % decline with staff satisfaction rates. We attribute this decline due to students' inability to interact positively after Covid-19 restrictions were removed. In addition, students are facing challenging emotions which causes them to get distracted from learning.

Family satisfaction rate remained same due to PACE (Parent and Community Engagement) coordinator and CSC (Community School Coordinator) getting in touch with families quite often via PAC (Parent Advisory Committee), PTF (Parent Task Force) and Coffee with admin meetings.

Both student and staff approval rate declined 3%

Students' sense of belongings (school connectedness) had a significant impact on this decline. There is a 7 point decline compared to last year. Students have had a little hard time adjusting to uniforms, no cell phone in the classroom policies.

Staff decline is due to safety concerns. There is a 12 points decline compared to last year. Student interactions after Covid-19 restrictions were not as respectful as expected.

Students:

A lot of students mentioned their "Friends" as what they like best about their school. It shows how students are connected to school.

We see that students mentioned the Teachers & Staff connection for caring and supportive school.

Students mentioned Activities (field trips) as a highlight. This year, we have had several STEAM related field trips like California Science Center, Catalina Island Marine Institute, Pali Institute outdoor events.

Some students mentioned Wednesday pizza as what they like about their school. We worked with the vendor to adjust what they offer for lunches as there was a concern about it the prior year. We will continue to work with the vendor to adjust what they provide for our students.

Families:

Our families mentioned Supportive teachers/Staff, Small campus/Class sizes, Communication, and travel opportunities for students. Parents made a big emphasis on staff connectedness with them. We will continue this trend with home visit

program, reach out campaigns after every three weeks for students who are failing.

Staff:

Staff mentioned Small class sizes and Relationship with staff; supportive admin, and the fact that everyone works hard for the students mental health and social emotional learning. Our class sizes vary from 15 to 32. In addition, MSA-3 has advanced Math classes which average around 15 students per class. Our 6th grade classes

Uniform/Dress Code- For this we include and plan more free dress days and tie it into actually wearing the uniform.

Food- The food is tied to our district wide vendor so we can meet and communicate effectively with them about food options and alternate plans within the budget.

Bullying (students rude, disrespectful, racial slurs)- Campus wide bullying campaigns as well as have an SEL curriculum.

Restrooms (dirty, closed during passing period, wait)- Hold the district personnel accountable for cleaning restrooms, campus clean up day, communication with Curtis about restroom issues.

Teachers & Staff (attitude, favoritism, math) - When issues arise address them immediately, staff training overall with language and communication.

Staff

Campus is dirty; the school doesn't have its own cleaning personnel- LAUSD handles the maintenance and cleaning due to Prop-39. MSA-3 hosted a campus cleaning day for campus beautification.

Student behavior disruption; no consequences and follow ups. Students are facing challenging issues after Covid-19 restrictions were removed and the lack of social interaction.

Lack of resources, systems for organization, and communication.

Families

Limited sports programs - MSA-3 opened one more CIF program (Girls basketball). However, MSA-3 admin needs to work on school spirit around sports programs.

Bathrooms/Restroom Policies - We will revisit the restroom policy to give a consistent approach to the restroom.

Campus cleanliness -filthy classrooms, bathroom- This same issue has been mentioned by staff as well. We will work with LAUSD to hold them more accountable.

Not enough security on campus- MSA-3 is closed campus and we secure the doors and gates in the morning. We will install security cameras to monitor properly.

Provide more SEL support by Bringing back Friday Fun, Conflict resolution, healthy relationships, respectful behavior) to decrease the unwanted behavior and channel our students to the positive behavior.

Work on improvement with clubs and organizations that represent students, Sports, Academic Clubs like Science Olympiad, Academic Decathlon)

We will work on the Bathroom policies to maintain cleanliness and accessibility.

Work with Home office and food vendor to offer better food options

Work with the Home office to find a private location to gain autonomy on safety and campus cleanliness.

Access to a Broad Course of Study (LCFF Priority 7)

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)

MSA-3 designs its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including all student groups. Core subjects (English, mathematics, social sciences, and science) and electives are offered aligned with our charter petition and graduation requirements. As evidenced by the school master schedule, elective forms, class rosters, student schedules and transcripts, MSA-3 strives to offer a well-rounded education to our students.

MSA-3 provides students with 4-year plans and support programs to ensure timely high school graduation. We offer credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years to ensure satisfaction of UC/CSU requirements.

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)

As evidenced by our master schedule, elective forms, class rosters, student schedules and transcripts, 100% of students have access to a broad course of study, including core subjects (English, mathematics, social sciences, and science) and electives as outlined in our charter petition.

We also provide all other academic programs and services outlined in our charter petition, certain programs and services being dependent on student needs and interests. For example; we provide CCSS aligned ELA and math intervention classes to all students who are in need of additional support. We provide designated and integrated ELD instruction, support and intervention to ELs and immigrant students. We closely monitor student progress in ELA/Literacy, math, and ELD as measured by our interim assessments (MAP, IAB, etc.)

We provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests. The AP courses we have offered this year include AP US History, AP World, AP Computer Science, AP English Lit, AP Statistics, AP Spanish, AP Environmental Science.

All students have access to "Advisory" classes (college planning and career exploration program) and programs preparing students for college readiness. MSA-3 offers credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years to ensure satisfaction of UC/CSU requirements. MSA-3 had a graduation rate of 100% last year where 98% of our graduates completed courses that satisfy the UC/CSU requirements.

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)

MSA-3 provides access to a college-preparatory, STEAM focused broad course of study for all our students.

4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

MSA-3 will continue to provide access to a college-preparatory, STEAM focused broad course of study for all our students. We will ensure that all our students graduate college and career ready.

In an effort to provide a well-rounded education to our students, MSA-3 will strive to offer additional programs such as more elective courses aligned with career pathways, continued health and physical education, diverse arts

programs, increased civics, Life Skills, and SEL programs, etc., as well as provide our students with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc. Such additional programs depend on the availability of financial and human resources. MSA-3 will make the best use of its resources to provide a well-rounded education experience to our students.

Local Performance Indicator Self-Reflection

Local Educational Agency (LEA)	Contact Name and Title	Email and Phone
Magnolia Science Academy-4	Musa Avsar Principal	mavsar@magnoliapublicschools.org (310) 473-2464

Introduction

The State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area. The approved performance standards require an LEA to:

- Annually measure its progress in meeting the requirements of the specific Local Control Funding Formula (LCFF) priority.
- Report the results as part of a non-consent item at a regularly scheduled public meeting of the local governing board/body in conjunction with the adoption of the Local Control and Accountability Plan (LCAP).
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

This Quick Guide identifies the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

Performance Standards

The performance standards for the local performance indicators are:

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

The LEA annually measures its progress in meeting the Williams settlement requirements at 100% at all of its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable; the LEA then reports the results to its local governing board at a regularly scheduled meeting and to reports to educational partners and the public through the Dashboard.

Implementation of State Academic Standards (LCFF Priority 2)

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Parent and Family Engagement (LCFF Priority 3)

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the SBE-adopted self-reflection tool for Priority 3 at the same meeting at which the LEA adopts its LCAP, and reports to educational partners and the public through the Dashboard.

School Climate (LCFF Priority 6)

The LEA administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the LEA serves (e.g., K-5, 6-8, 9-12), and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to educational partners and the public through the Dashboard.

Access to a Broad Course of Study (LCFF Priority 7)

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code (EC) for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Coordination of Services for Expelled Students – County Office of Education (COE) Only (LCFF Priority 9)

The county office of education (COE) annually measures its progress in coordinating instruction as required by California EC Section 48926; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of misassignments of teachers of ELs, total teacher misassignments, and vacant teacher positions
- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies)

Teachers	Number	Percent
Misassignments of Teachers of English Learners	N/A	N/A
Total Teacher Misassignments	N/A	N/A
Vacant Teacher Positions	N/A	N/A

Access to Instructional Materials	Number	Percent
Students Without Access to Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home	0	0

Facility Conditions	Number
Identified Instances Where Facilities Do Not Meet The "Good Repair" Standard (Including Deficiencies and Extreme Deficiencies)	0

Implementation of State Academic Standards (LCFF Priority 2)

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards				4	
History-Social Science				4	

2. Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards				4	
History-Social Science				4	

3. Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards					5
History-Social Science					5

Other Adopted Academic Standards

4. Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Career Technical Education				4	
Health Education Content Standards					5
Physical Education Model Content Standards					5
Visual and Performing Arts			3		
World Language					5

Support for Teachers and Administrators**5. Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).**

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole					5
Identifying the professional learning needs of individual teachers					5
Providing support for teachers on the standards they have not yet mastered					5

Optional Narrative (Limited to 1,500 characters)**6. Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.**

MSA-4 ensures all curricula and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) We provide services to ELs by proficiency level, and ELD instruction is aligned with the CA ELD standards and framework. ELs can access core and supplemental ELD instructional materials; teachers attend PDs focusing on ELD standards. Our teachers participate in at least 40 hours of professional development per year. PD includes the areas of Common Core ELA/Literacy, math, ELD Standards and integration of ELD standards into content areas, and training in strategies to support ELs with common Core ELA/ELD and math curricula. While the primary focus has mostly been on the ELA/Literacy, math, and ELD over the past few years, MSA-4 has also provided PD and supported our teachers on NGSS, History-Social Science, Physical Education, Visual and Performing Arts, and World Languages.

Parental Involvement and Family Engagement (LCFF Priority 3)**Introduction**

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit: ¹

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.
- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

Instructions

This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-Making

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified. The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):
 - 1 – Exploration and Research
 - 2 – Beginning Development
 - 3 – Initial Implementation
 - 4 – Full Implementation
 - 5 – Full Implementation and Sustainability
4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.
5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Building Relationships	1	2	3	4	5
1. Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.					5
2. Rate the LEA's progress in creating welcoming environments for all families in the community.					5
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.					5
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.					5

Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)

- Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.

MSA-4 uses an annual survey to measure how we are meeting the needs of our families in this area. We also conduct home visits to reach out to our parents for real-time feedback. We have increased our home visit rate during the 2020-21 school year. Home visits have given us greater insight into how to support our students and what might be shaping their perspectives on learning.

MSA-4 has a Parent College program coordinator. Our Parent College program coordinator has served as an informational resource to parents concerning school programs, services, attendance issues, and other matters. With the implementation of the Parent College program, we provided information concerning related activities and encouraged parent participation in various school and community programs and services.

The Parent College coordinator has organized Parent College to expose our families to experiences and information that is usually not easily accessible to underserved families.

Furthermore, we have improved our communication lines for our parents and families to keep in touch with our school. We effectively utilized ParentSquare and Remind application to inform our parents about our education programs.

Lastly, we have regularly held parent involvement activities such as Coffee with the Admin, Parent Advisory Committee (PAC)/Parent Task Force Meetings (PTF), ELAC meetings, Open Houses, Back to School Night, Parent/Teacher Conferences, and virtual parent information meetings to keep the parents informed about our school programs and receive feedback from them.

- Based on the analysis of educational partner input and local data, briefly describe the LEA’s focus area(s) for improvement in Building Relationships Between School Staff and Families.

The MSA-4’s focus areas for improvement in building relationships between school staff and families are having more parent involvement on the campus, more social events (i.e., cultural), and more workshops for the families after school and on Saturdays.

- Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.

MSA-4 will improve the engagement of underrepresented families to build relationships between staff and families by providing more opportunities for both groups to connect. These opportunities will include in-person and virtual home visits and family events during the instructional day, after school, and on Saturdays.

Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA’s current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Building Partnerships	1	2	3	4	5
5. Rate the LEA’s progress in providing professional learning and support to teachers and principals to improve a school’s capacity to partner with families.				4	
6. Rate the LEA’s progress in providing families with information and resources to support student learning and development in the home.				4	
7. Rate the LEA’s progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.				4	
8. Rate the LEA’s progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.				4	

Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)

- Based on the analysis of educational partner input and local data, briefly describe the LEA’s current strengths and progress in Building Partnerships for Student Outcomes.

MSA-4 offers Parent College to our families. This program is designed to support our families as they learn about college and career readiness pathways. This program also addresses advocacy and informs them of their rights.

MSA-4’s Admin works to engage our school community in advocacy and learning more about our rights. There is also access to information and resources through monthly PAC and PTF meetings. MSA 4’s communication system Parent Square keeps parents and staff in constant communication through multiple mediums, such as texts, private messages, and voicemail.

A focus area of improvement is to get more participation from parents. We will organize more parent activities according to our parents' feedback during the 2022-2023 school year.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.

A focus area of improvement is to get more participation from parents. We will organize more parent activities according to our parents' feedback.

MSA-4 will continue utilizing the MTSS systems to improve student SEL support. We will provide professional learning opportunities for our teachers and staff to address the social-emotional needs of our students.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

MSA-4 will continue to improve the engagement of underrepresented families identified during the self-reflection process with building partnerships for student outcomes through a variety of methods, opportunities, and partnerships.

MSA-4 will also continue improving the academic outcomes for all student groups and across all demographics of students, including homeless/foster youth, EL students, students with disabilities, socioeconomically disadvantaged youth, and all racial/ethnic demographics of students.

MSA-4 will also continue promoting our home visit program to understand our students' home environment better and provide individualized support to all of our students.

Section 3: Seeking Input for Decision-Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Seeking Input	1	2	3	4	5
9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.					5
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.					5
11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.					5

Seeking Input	1	2	3	4	5
12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.					5

Seeking Input for Decision-Making Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.

MSA-4 provides numerous opportunities for all stakeholders to participate in the decision-making process. Parents have active decision-making roles in the School Site Committee (SSC), the English Learners Advisory Committee (ELAC), and the PAC/Parent Task Force (PTF) meetings.

In addition, we utilize the annual CORE Districts survey. All our stakeholders can provide feedback on our educational practices by completing the survey in the spring. We analyze the survey results and share our findings with our stakeholders during the meeting for further discussion to determine strategies for improvement.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.

MSA-4's focus area for improvement in Seeking Input for Decision-making is to train our educational partners about the California School Accountability system for receiving more meaningful feedback to improve our educational practices.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

MSA-4 will continue implementing parent academy workshops to provide essential knowledge to the parents for advocating for their children's education.

School Climate (LCFF Priority 6)

LEAs will provide a narrative summary of the local administration and analysis of a local climate survey that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K–5, 6–8, 9–12) in a text box provided in the California School Dashboard (response limited to 3,000 characters). LEAs will have an opportunity to include differences among student groups, and for surveys that provide an overall score, such as the California Healthy Kids Survey, report the overall score for all students and student groups. This summary may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

1. **DATA:** Reflect on the key learnings from the survey results and share what the LEA learned.
2. **MEANING:** What do the disaggregated results (if applicable) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, and barriers?
3. **USE:** What revisions, decisions, or actions has, or will, the LEA implement in response to the results for continuous improvement purposes? Why? If you have already implemented actions, did you see the results you were seeking?

MSA-4 annually conducts the CORE Districts survey instrument to students in grades 6-12, analyzes survey results such as participation rates and average approval rates for each topic and question on the survey, documents our

findings (e.g., greatest progress and needs, comparisons with the prior year and CORE district results) and shares the results and findings with our stakeholders during LCAP information and feedback meetings and regular board meetings. MSA-4 disaggregates the results by grade and student group and also uses open-ended questions to understand students' perceptions further. MSA-4 strives to improve our students' perceptions of school safety and connectedness.

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.

The Magnolia Science Academy 4 team observed declining student and family satisfaction rates. This decline consisted of a 4 points decrease in students and a 1-point decrease in families. However, the team also noted a point increase in staff satisfaction rate to reach 88 percent. These changes can be attributed to some student responses related to school lunches, bathroom cleanliness, and being a small school. From our family's perspective, they would like to see an increase in the courses offered to our student population. We attribute these factors as key components of these small changes. Our staff survey responses indicated that the MSA-4 team needs to improve student behavior management practices to minimize behavioral incidences and increase the respect teachers receive from the students. Additionally, the following are some of the overlapping responses from all educational partner categories that may lead to these declines in our satisfaction rates:

- Facility (all ed. partners)
- Food (students)
- Lack of respect towards teachers (students and staff)
- Bathrooms (students and staff)

The Magnolia Science Academy 4 team observed that our approval rates align closely with 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)
- Supportive, friendly, and welcoming staff (parents, staff, and students)
- The school environment allows one-on-one attention (parents and students)
- Highly recommended amongst their communities (parents)
- Safe school environment (parents)
- The welcoming office staff (parents and staff)
- Opportunities for students to grow (parents)
- Study Hour (students)
- Sports (students)
- Senior privileges (students)

The Magnolia Science Academy 4 team observed that some areas requiring significant improvement include facilities, pupil relationships with their peers and teachers, 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:

1. Check-In/Check-Out (CICO) is a behavioral intervention that provides students with immediate feedback and promotes positive behavior within a PBIS. This is done through verbal or formal check-ins through any of our staff members here at MSA-4

2. 2x10 Relationship Building Support students by spending two minutes per day (for 10 consecutive school days in a row) connecting with a student individually, setting the foundation for a supportive relationship, and offering support. This is done through our MSA-4 one-on-one student conversations, parent meetings, PAC meetings, community events, and more.

3. 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.
4. Collaborative Activities strategy in which a student and an adult share the responsibility of completing the steps of an activity that typically gives rise to challenging behavior for the student. This was done through MSA-4's partnership with the +ME Project.
5. Behavior Specific Praise acknowledges students' appropriate behavior and provides them with the specifics on what appropriate behavior they engage in. The MSA-4 team continuously improves this aspect by purchasing and implementing the PBIS Kickboard software program.
6. Restorative Inquiry involves the use of active listening and specific questions to prompt introspective thinking when talking with a student (or a group of students) about a situation. The MSA-4 team uses this strategy to conduct student statements and information collection as well as reflection expectations.
7. Community walk fosters an assets-based understanding of the students in our school community and their unique identities and interests. This learning experience will build a sense of belonging and inform future collaboration between teachers, families, and students.
8. The MSA-4 team plans on improving facilities through constant communication without co-located schools to ensure student/staff are provided with all necessary items. The administration team will also improve on this area through daily facility checks before students are welcomed into the campus.
9. The MSA-4 team plans on improving in-school lunches by exploring the options for different company partnerships and student surveys on what foods they would like to see more of.
10. 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.

Stakeholder voices (i.e., voices of our students, families, staff, and other school community members) play a powerful role in helping us learn how to improve our teaching, leadership, and other school practices. Surveys have been the primary means of collecting student, family, and staff opinions about what we are doing great and should keep doing and what areas are for improvement so we can continue to provide our students with the best quality education. MSA-4 uses an online platform to provide students, families, and staff with groups of questions that measure their perceptions of teaching and learning, as well as their perceptions of school climate and students' own strengths and weaknesses.

MSA-4 uses the CORE survey instrument for school climate indicators, which include the following four topics for students, families, and staff: Topic 1: Climate of Support for Academic Learning; Topic 2: Knowledge and Fairness of Discipline, Rules, and Norms; Topic 3: Safety; Topic 4: Sense of Belonging (School Connectedness). In a separate survey, students are also asked questions about an additional four topics, which include indicators for social-emotional competencies: Topic 5: Growth Mindset; Topic 6: Self-Efficacy; Topic 7: Self-Management; Topic 8: Social Awareness.

Annually, we analyze survey results and share the results and findings with our stakeholders during LCAP information and feedback meetings and regular board meetings.

Access to a Broad Course of Study (LCFF Priority 7)

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)

MSA-4 designs its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including all student groups. Core subjects (English, mathematics, social sciences, and science) and electives are offered aligned with our charter petition and graduation requirements. As evidenced by the school master schedule, elective forms, class rosters, student schedules, and transcripts, MSA-4 strives to offer a well-rounded education to our students. MSA-4 provides students with 4-year plans and support programs to ensure timely high school graduation. We offer credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years to ensure satisfaction with UC/CSU requirements.

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)

As evidenced by our master schedule, elective forms, class rosters, student schedules and transcripts, 100% of students have access to a broad course of study, including core subjects (English, mathematics, social sciences, and science) and electives as outlined in our charter petition.

We also provide all other academic programs and services outlined in our charter petition, certain programs and services being dependent on student need and interest. For example; we provide CCSS aligned ELA and math intervention classes to all students who are in need of additional support. We provide designated and integrated ELD instruction, support and intervention to ELs and immigrant students. We closely monitor student progress in ELA/Literacy, math, and ELD as measured by our interim assessments (MAP, IAB, etc.)

We provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests. The AP courses we have offered this year include English Language and Composition, Spanish Language and Culture, Statistics, and World History (Modern).

All students have access to "Advisory" classes (college planning and career exploration program) and programs preparing students for college readiness, including test prep for ACT/SAT, in grades 9-12. MSA-4 offers credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years to ensure satisfaction of UC/CSU requirements. MSA-4 had a one-year cohort graduation rate of 100% last year where 100% of our graduates completed courses that satisfy the UC/CSU requirements.

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)

MSA-4 provides access to a college-preparatory, STEAM focused broad course of study for all our students.

4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

MSA-4 will continue to provide access to a college-preparatory, STEAM-focused broad course of study for all our students. We will ensure that all our students graduate college and career ready.

In an effort to provide a more well-rounded education to our students, MSA-4 will strive to offer additional programs such as more elective courses aligned with career pathways, continued health and physical education, diverse arts programs, increased civics, Life Skills, and SEL programs, etc., as well as provide our students with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc. Such additional programs depend on the availability of financial and human resources. MSA-4 will make the best use of its resources to provide a well-rounded educational experience to our students.

Local Performance Indicator Self-Reflection

Local Educational Agency (LEA)	Contact Name and Title	Email and Phone
Los Angeles County Office of Education	Ali Kaplan Principal	akaplan@magnoliapublicschools.org (818) 705-5676

Introduction

The State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area. The approved performance standards require an LEA to:

- Annually measure its progress in meeting the requirements of the specific Local Control Funding Formula (LCFF) priority.
- Report the results as part of a non-consent item at a regularly scheduled public meeting of the local governing board/body in conjunction with the adoption of the Local Control and Accountability Plan (LCAP).
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

This Quick Guide identifies the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

Performance Standards

The performance standards for the local performance indicators are:

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

The LEA annually measures its progress in meeting the Williams settlement requirements at 100% at all of its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable; the LEA then reports the results to its local governing board at a regularly scheduled meeting and to reports to educational partners and the public through the Dashboard.

Implementation of State Academic Standards (LCFF Priority 2)

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Parent and Family Engagement (LCFF Priority 3)

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the SBE-adopted self-reflection tool for Priority 3 at the same meeting at which the LEA adopts its LCAP, and reports to educational partners and the public through the Dashboard.

School Climate (LCFF Priority 6)

The LEA administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the LEA serves (e.g., K-5, 6-8, 9-12), and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to educational partners and the public through the Dashboard.

Access to a Broad Course of Study (LCFF Priority 7)

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code (EC) for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Coordination of Services for Expelled Students – County Office of Education (COE) Only (LCFF Priority 9)

The county office of education (COE) annually measures its progress in coordinating instruction as required by California EC Section 48926; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of misassignments of teachers of ELs, total teacher misassignments, and vacant teacher positions
- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies)

Teachers	Number	Percent
Misassignments of Teachers of English Learners	N/A	N/A
Total Teacher Misassignments	N/A	N/A
Vacant Teacher Positions	N/A	N/A

Access to Instructional Materials	Number	Percent
Students Without Access to Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home	0	0

Facility Conditions	Number
Identified Instances Where Facilities Do Not Meet The "Good Repair" Standard (Including Deficiencies and Extreme Deficiencies)	0

Implementation of State Academic Standards (LCFF Priority 2)

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				4	
ELD (Aligned to ELA Standards)				4	
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards				4	
History-Social Science					5

2. Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards					5
History-Social Science					5

3. Rate the LEA’s progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				4	
ELD (Aligned to ELA Standards)				4	
Mathematics – Common Core State Standards for Mathematics				4	
Next Generation Science Standards				4	
History-Social Science				4	

Other Adopted Academic Standards

4. Rate the LEA’s progress implementing each of the following academic standards adopted by the state board for all students.

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Career Technical Education		2			
Health Education Content Standards					5
Physical Education Model Content Standards					5
Visual and Performing Arts					5
World Language					5

Support for Teachers and Administrators**5. Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).**

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole					5
Identifying the professional learning needs of individual teachers					5
Providing support for teachers on the standards they have not yet mastered				4	

Optional Narrative (Limited to 1,500 characters)**6. Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.**

MSA-5 ensures all curricula and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) We provide services to English Learners (EL) s by proficiency level and ELD instruction is aligned to the CA ELD standards and MPS framework. ELs have access to core and supplemental ELD instructional materials; teachers attend PDs whose focus is on ELD standards. Our teachers participate in at least 18 hours of professional development per year. PD includes the areas of Common Core ELA/Literacy, Math, ELD Standards and integration of ELD standards into content areas, and training in strategies to support ELs with common core ELA/ELD and math curricula. While the primary focus has mostly been on the ELA/Literacy, Math, and ELD over the past few years, MSA-5 has also provided PD and supported our teachers on NGSS, History-Social Science, Career and Technical Education, Health/Sex Education, Physical Education, Visual and Performing Arts, and World Languages.

Parental Involvement and Family Engagement (LCFF Priority 3)**Introduction**

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit: ¹

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.
- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

Instructions

This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-Making

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified. The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):
 - 1 – Exploration and Research
 - 2 – Beginning Development
 - 3 – Initial Implementation
 - 4 – Full Implementation
 - 5 – Full Implementation and Sustainability
4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.
5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Building Relationships	1	2	3	4	5
1. Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.					5
2. Rate the LEA's progress in creating welcoming environments for all families in the community.					5
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.					5
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.				4	

Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)

- Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.

We have observed how students cope with adjusting to a new location, transitioning from online to in-person learning, and adapting to changes in protocols. These observations prompted us to reassess our academic programs and extracurricular activities. As a result, we decided to incorporate Social-emotional learning into our school curriculum, aiming to nurture students' social and emotional skills. We have also introduced new teachers, leading to students adapting to unfamiliar classrooms and staff in a different setting.

The satisfaction of parents and staff was evident in the survey results, with an average rating of over 95% in most categories. This positive feedback has contributed to the growth of student enrollment through positive word-of-mouth. Parents and staff have expressed that the adults at our school treat each other with respect, and they believe that our school promotes inclusivity. We have made significant progress in the area of involving stakeholders in decision-making, as indicated by a substantial increase in this aspect. The entire staff, 100% of them, feel that our school provides a supportive and welcoming environment for them to work. They also believe that staff members are dedicated to assisting students academically whenever needed.

In terms of discipline, incidents of bullying have decreased, and fighting is no longer a significant issue. Furthermore, we have effectively addressed peer-related concerns such as racial disparities. Staff members feel that our school enforces rules fairly, and disciplinary matters are handled appropriately. A unanimous 100% of the staff believe that students are aware of the school rules and expectations. Students appreciate the enjoyable activities we organize during lunchtime, such as games, hot chocolate day, and numerous field trips. This fosters a perception that teachers genuinely care about and support students.

Additionally, our school consistently upholds health and safety guidelines and expectations, and parents acknowledge effective communication in this regard.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.

Regarding family surveys, the two major areas of concern safety and parking lot issues are MSA-5 has continued to implement new strategies to improve building relationships with its educational partners. Families have often commented on the area not being desirable, the lunch and nutrition areas have recently been moved to a covered tent area east of where they previously were located. The tentative plan for MSA5 is to secure our new location in August 2024. Implementing this plan into action will alleviate a lot of these concerns and create a more open platform for troubleshooting any new challenges. When folks feel safe and are already invested in the MSA community, our enrollment numbers will most likely increase.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.

In response to feedback from family surveys, MSA-5 has identified two significant areas of concern: safety and parking lot issues. To address these concerns, MSA-5 has been actively implementing new strategies to enhance its relationships with educational partners. Families have frequently expressed dissatisfaction with the current state of the area, noting that it is not desirable. As a step towards improvement, the lunch and nutrition areas have recently been relocated to a covered tent area situated east of their previous location.

The tentative plan for MSA-5 is to secure a new location by August 2024. By putting this plan into action, many of the concerns raised by families can be mitigated, and it will provide a more conducive environment for addressing any new challenges that may arise. When individuals feel safe and already have a sense of investment in the MSA community, it is likely that our enrollment numbers will increase.

Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Building Partnerships	1	2	3	4	5
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.				4	
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.				4	
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.					5
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.					5

Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.

The faculty highly regard the administrative team at MSA-5 for their support in both professional and personal matters. As a result, our main objective is to assist teachers in fostering a stronger culture of collaboration among colleagues and students. To achieve this, we have implemented the "train the trainer" model and shared "promising practices" through professional development (PD) series such as the "Adaptive School" and other instructional programs like GIMKIT, myON, NWEA, etc. These initiatives have contributed to establishing a close-knit community within the school.

Furthermore, the staff greatly appreciates the various outing activities organized for them, including a Thanksgiving potluck at Balboa Park, an end-of-year luncheon at a local restaurant, and staff bowling. These activities provide opportunities for staff members to bond and enjoy each other's company.

In addition, MSA-5 has implemented a home visit program, which can be conducted either in person or virtually through Zoom. After school hours, staff members visit students' homes or connect with parents/guardians online to discuss student progress, provide school updates, and listen to any questions or comments from parents. This program serves as a valuable means of engagement and communication between the school and families.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.

There has been a collective desire from students, parents, and staff to secure a permanent location for our school, and efforts are currently underway to make this a reality. The uncertainty associated with sharing a campus has had an impact on the survey results and has posed challenges in building a strong school culture. The limitations of our facilities present obstacles in achieving our mission and fully embodying the essence of a true science academy.

It appears that there is a recurring pattern of student dissatisfaction with the dress code and uniform policy. To address this issue, we can work towards offering a wider variety of uniform options and providing clear explanations about the rationale behind the uniform policy. By doing so, we can improve student satisfaction and help them understand how the uniform policy contributes to a conducive learning environment.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

We have seen the positive impact of the newly hired Community School Coordinator and PACE coordinator. One area that requires improvement is increasing parent participation and providing workshops that are accessible for educational partners.

Section 3: Seeking Input for Decision-Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Seeking Input	1	2	3	4	5
9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.				4	
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.					5
11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.				4	
12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.				4	

Seeking Input for Decision-Making Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.

Educational partners have multiple avenues to contribute their input and participate in the decision-making process at MSA-5. Various platforms, such as weekly faculty meetings, Parent Advisory Committee (PAC), English Learner Advisory Committee (ELAC), Restorative Justice Committee, and Student Council, facilitate discussions and reviews on topics including school site changes and updates, school budget, restricted funds like Title and ESSER, student recruitment, the length of the instructional year, and school climate and culture-related events. These platforms ensure that educational partners have a voice in shaping and influencing important matters at MSA-5.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.

Improving parent attendance at school gatherings and establishing more community events outside the school premises are key areas that require attention and enhancement. Encouraging consistent participation from parents and organizing off-site events will foster stronger connections and engagement with the community.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

MSA-5 employs a dual approach, utilizing both printed notifications and electronic communication methods, to effectively reach out to underrepresented families. Additionally, in order to ensure that important notifications and announcements are relayed to their parents, students from these families are provided with PBIS incentives. The PACE coordinator plays a vital role in assisting parents in setting up their parent portal accounts, enabling them to receive school-related news and notifications in their preferred language.

School Climate (LCFF Priority 6)

LEAs will provide a narrative summary of the local administration and analysis of a local climate survey that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K–5, 6–8, 9–12) in a text box provided in the California School Dashboard (response limited to 3,000 characters). LEAs will have an opportunity to include differences among student groups, and for surveys that provide an overall score, such as the California Healthy Kids Survey, report the overall score for all students and student groups. This summary may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

1. **DATA:** Reflect on the key learnings from the survey results and share what the LEA learned.
2. **MEANING:** What do the disaggregated results (if applicable) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, and barriers?
3. **USE:** What revisions, decisions, or actions has, or will, the LEA implement in response to the results for continuous improvement purposes? Why? If you have already implemented actions, did you see the results you were seeking?

MSA-5 administers the CORE Districts survey annually to students in grades 6-12. The survey results, including participation rates and average approval rates for each topic and question, are carefully analyzed. These findings, along with comparisons to previous years and CORE district results, are documented and shared with educational partners during LCAP information and feedback meetings, as well as regular board meetings. MSA-5 ensures that the survey results are disaggregated by grade and student group and also incorporates open-ended questions to gain further insight into students' perceptions. The school is committed to improving students' perceptions of school safety and connectedness.

In the 2022-23 academic year, 100% of our students participated in the survey. The average satisfaction rate 81% (no change since last year). Among these topics, the highest approval rating of 74% was for the Climate of Support for Academic Learning, while the lowest rating of 55% was for Sense of Belonging/School Connectedness. There has been a decline in approval rates for each category, with Sense of Belonging experiencing the most significant decrease. The school's relocation to a new campus may have contributed to this decline, as we work to establish our presence in the new location. Knowledge and Fairness of Discipline, Rules, and Norms is another area where improvement is needed, as the average approval rating stands at 69% compared to previous years. The parent satisfaction rate stands at 96%. The approval rates seemed similar to last year's, well-above 90% in each category, having 2% increase in safety due to adding more supervision outside and inside the building. Our co-locating school also hired additional personnel to monitor the traffic and effectively collaborate with MSA-5 to conduct safety and security measures harmoniously. Lastly, our staff overall satisfaction rate slightly decreased though we still met our target of over 80%. Our staff has struggled moving from our previous location to now being co-located with our sister school MSA1. They have also voiced their frustration about the bungalows and room situations. This can be a contribution as to why we may have declined slightly in our overall satisfaction.

Several statements within the survey shifted from "strongly agreeing" to "agreeing," which also impacted our overall score. The change in location from Reseda HS to MSA-1 and the adjustment of grading policies due to the pandemic's impact on closing the achievement gap could be contributing factors. Additionally, staff members are concerned about the school's future location and whether obtaining our own site is a realistic possibility.

Moving forward, MSA-5 will continue to strive for high participation rates in the survey and implement effective strategies that have previously improved survey data among students. The school will collaborate with students, families, and staff to address areas where the survey data was not as strong compared to other topics, to enhance the overall school experience.

Access to a Broad Course of Study (LCFF Priority 7)

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)

MSA-5 designs its master schedule in order to meet the needs of its students ensuring all academic content areas are available to all students, including subgroups. Core subjects (English, Mathematics, Social Sciences, and Science) and electives are offered aligned with our charter petition and graduation requirements. As evidenced by the school master schedule, elective forms, class rosters, student schedules, and transcripts, MSA-5 strives to offer a well-rounded education to our students.

MSA-5 provides students with 4-year plans and support programs to ensure timely high school graduation. We offer credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years to ensure the satisfaction of UC/CSU requirements.

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)

As evidenced by our master schedule, elective forms, class rosters, student schedules, and transcripts, 100% of students have access to a broad course of study, including core subjects (English, mathematics, social sciences, and science) and electives as outlined in our charter petition.

We also provide all other academic programs and services outlined in our charter petition, certain programs and services is dependent on student need and interest. For example; we provide CCSS-aligned ELA and math intervention classes to all students who are in need of additional support. We provide designated and integrated ELD instruction, support and intervention to ELLs and immigrant students. We closely monitor student progress in ELA/Literacy, math, and ELD as measured by our interim assessments (MAP, IAB, etc.). In addition, every student has access to a computer in class in order to utilize instructional software such as myON, StudySync, Khan Academy, GIMKIT, Gizmos, etc.

We provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests. This year's AP courses include AP Spanish Language and Culture, AP Environmental Science, and AP US Government. Moreover, high school students are assisted to enroll in dual enrollment classes through Los Angeles Mission and Pierce Colleges.

All students have access to "Advisory" classes (college planning and career exploration program) and programs preparing students for college readiness, for example students in High School took a counseling class through LAVC Dual Enrollment program in Fall 2022. MSA-5 offers credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years to ensure the satisfaction of UC/CSU requirements.

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)

Some of our newcomers are behind expected coursework, MSA-5 admin team designs their schedule accordingly in an effort to keep them on track to culminate or graduate. Due to the facility constraints, offering more elective courses is a challenge.

4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

MSA-5 will continue to provide access to a college-preparatory, STEAM-focused broad course of study for all our students. We will ensure that all our students graduate college and are career-ready.

In an effort to provide more well-rounded education to our students, MSA-5 will strive to offer additional programs such as more elective courses aligned with career pathways, continued health and physical education, diverse arts programs, increased civics, digital citizenships, and SEL programs, etc., as well as provide our students with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc. Such additional programs depend on the availability of financial and human resources. MSA-5 will make the best use of its resources to provide a well-rounded educational experience to our students.

Local Performance Indicator Self-Reflection

Local Educational Agency (LEA)	Contact Name and Title	Email and Phone
Magnolia Science Academy 6	James Choe Principal	jchoe@magnoliapublicschools.org (310) 842-8555

Introduction

The State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area. The approved performance standards require an LEA to:

- Annually measure its progress in meeting the requirements of the specific Local Control Funding Formula (LCFF) priority.
- Report the results as part of a non-consent item at a regularly scheduled public meeting of the local governing board/body in conjunction with the adoption of the Local Control and Accountability Plan (LCAP).
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

This Quick Guide identifies the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

Performance Standards

The performance standards for the local performance indicators are:

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

The LEA annually measures its progress in meeting the Williams settlement requirements at 100% at all of its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable; the LEA then reports the results to its local governing board at a regularly scheduled meeting and to reports to educational partners and the public through the Dashboard.

Implementation of State Academic Standards (LCFF Priority 2)

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Parent and Family Engagement (LCFF Priority 3)

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the SBE-adopted self-reflection tool for Priority 3 at the same meeting at which the LEA adopts its LCAP, and reports to educational partners and the public through the Dashboard.

School Climate (LCFF Priority 6)

The LEA administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the LEA serves (e.g., K-5, 6-8, 9-12), and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to educational partners and the public through the Dashboard.

Access to a Broad Course of Study (LCFF Priority 7)

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code (EC) for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Coordination of Services for Expelled Students – County Office of Education (COE) Only (LCFF Priority 9)

The county office of education (COE) annually measures its progress in coordinating instruction as required by California EC Section 48926; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of misassignments of teachers of ELs, total teacher misassignments, and vacant teacher positions
- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies)

Teachers	Number	Percent
Misassignments of Teachers of English Learners	N/A	N/A
Total Teacher Misassignments	N/A	N/A
Vacant Teacher Positions	N/A	N/A

Access to Instructional Materials	Number	Percent
Students Without Access to Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home	0	0

Facility Conditions	Number
Identified Instances Where Facilities Do Not Meet The "Good Repair" Standard (Including Deficiencies and Extreme Deficiencies)	.0

Implementation of State Academic Standards (LCFF Priority 2)

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				4	
ELD (Aligned to ELA Standards)				4	
Mathematics – Common Core State Standards for Mathematics				4	
Next Generation Science Standards				4	
History-Social Science				4	

2. Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards					5
History-Social Science					5

3. Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				4	
ELD (Aligned to ELA Standards)				4	
Mathematics – Common Core State Standards for Mathematics				4	
Next Generation Science Standards				4	
History-Social Science				4	

Other Adopted Academic Standards

4. Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Career Technical Education	1				
Health Education Content Standards					5
Physical Education Model Content Standards					5
Visual and Performing Arts			3		
World Language	1				

Support for Teachers and Administrators**5. Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).**

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole				4	
Identifying the professional learning needs of individual teachers				4	
Providing support for teachers on the standards they have not yet mastered				4	

Optional Narrative (Limited to 1,500 characters)**6. Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.**

MSA-6 ensures all curricula and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) We provide services to ELs by proficiency level and ELD instruction is aligned to the CA ELD standards and framework. ELs have access to core and supplemental ELD instructional materials; teachers attend PDs whose focus is on ELD standards. Our teachers participate in at least 18 hours of professional development per year. PD includes the areas of Common Core ELA/Literacy, math, ELD Standards and integration of ELD standards into content areas, and training in strategies to support ELs with common core ELA/ELD and math curricula. While the primary focus has mostly been on the ELA/Literacy, math, and ELD over the past few years, MSA-6 has also provided PD and supported our teachers on NGSS, History-Social Science, and Physical Education.

Parental Involvement and Family Engagement (LCFF Priority 3)**Introduction**

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit: ¹

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.
- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

Instructions

This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-Making

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified. The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):
 - 1 – Exploration and Research
 - 2 – Beginning Development
 - 3 – Initial Implementation
 - 4 – Full Implementation
 - 5 – Full Implementation and Sustainability
4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.
5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Building Relationships	1	2	3	4	5
1. Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.				4	
2. Rate the LEA's progress in creating welcoming environments for all families in the community.				4	
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.				4	
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.				4	

Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)

- Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.

Magnolia Science Academy 6 has been focused on building relationships between the school, it's staff, and their families. This year, we were able to conduct many meetings throughout the year in order to make sure that we have opportunities for our parents to be involved with our staff and our school.

On a monthly basis, the principal will host a SSC/Coffee with the Principal meeting with students and with parents in order to keep our families up to date with the latest news about our school. Due to the pandemic, most of our meetings are still mostly online, with the option to come in-person. Through these options, we still have all of our parents zooming rather than being in-person. We believe that this is the convenient option for our parents and it has yielded high participation rates throughout the year. We had one in-person ptf/pac meeting, with no online option, and it was a success, with nearly a third of our parents coming for this meeting.

Lastly, we have had other opportunities for our families to be connected with our school through our ELAC meetings, which is held 4 times per year, and through our Parent College Program, which was held 5 times this year.

- Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.

Although there are many ways to communicate with the school; including Coffee with the Principal, PAC meetings, ELAC meetings, and the Parent College Program, we would still like to have other opportunities to Build Relationships with our Families. We are currently brainstorming other ways that we can get families to become a part of our Magnolia family by thinking of ideas like; Bingo night, Family movie night, and any other event that might interest our families to come to our school and to meet the school team. This year we hosted one all in-person meeting with no zoom option and we were able to get about 1/3rd of our families to come in-person. We had a book

that the parents were given in order to give to their students, the 7 Habits of Highly Successful Teens. The parents seemed to have a good time and it was a good time to connect with them.

- Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.

Here at Magnolia Science Academy-6, we do our best to build positive relationships with staff members, the families, the students, and any other support members within our community. We have been having increased positive relationships, particularly since we have had PBIS trainings that were offered by Los Angeles County of Education in the years past.

Furthermore, we have opened up as many communication lines as possible for our parents and families to contact our school. Beyond our typical email and phone system we have also implemented other technological apps that build bridges between the school and its families. Some of the apps that we use are: Parent square, Class Dojo, Twitter, Facebook and Illuminate (our SIS system). Also, our school website is always up to date to keep all stakeholders posted.

For face to face meetings, we have an open door policy where parents are able to join our /Parent Task Force (PTF), English Language Advisory Committee (ELAC), our Parent Advisory Committee (PAC) meetings, Title I meetings, and our Coffee with the Principal meetings. All of these face to face meetings occur multiple times (min 4 times for each meeting) throughout the year at various days of the week and at various times of the day in order to help maximize participation from all parent/culture groups. We always have one bilingual staff member who provides translation in these meetings. As an added way of building relationships with families, we have fun activities like; our fashion boutique, back to school night, and the Multicultural Food Festival to help bridge the gap between families and the school and orientation meetings in order to meet and greet parents and students before the year begins.

Magnolia Science Academy 6 will do it's best to help improve all families, including engagement from underrepresented families, by making sure that we do our Home Visit, which is a staple of all Magnolia Science Academy schools. This year, our target was to hit 25% of our students. We were able to hit that target by the middle of the second semester. With that in mind, we want to be strategic about who we do Home Visits for. We would like to make sure that we are targeting students who are in need of a Home Visit or underrepresented families who may benefit from a Home Visit as well.

This year, we will have a Community Schools Coordinator (CSC), who has gathered resources from all of our partners, to share with our parents during our Coffee with the Principal Meetings. We will be continuing with this CSC position in order for us to find and provide more resources for our community. In addition, we will also have another teacher who will be the Family and Outreach coordinator in order to assist and take lead with meeting families in our community and outside our community.

Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Building Partnerships	1	2	3	4	5
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.				4	

Building Partnerships	1	2	3	4	5
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.				4	
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.				4	
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.				4	

Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.

MSA-6 feels that building partnerships for student outcomes is an important aspect of achieving higher results. Our teachers are given opportunities to grow professionally with our tuition reimbursement policy. The teachers are encouraged to take advantage of the tuition reimbursement policy in order to help with their own development but also to help with student outcomes as well. Some of the professional development opportunities that our teachers have taken are the: LACOE Admin program, Conditioning and Strengthening for Physical Education, and teaching credentialing degrees. As a result of these professional development growth opportunities, teachers become more adept in their content knowledge and teaching pedagogy. This then helps students in class, during after-school tutoring clubs, and even during Saturday school.

Teachers also have the opportunity to build relationships with parents and their child(ren) by enrolling in a course, "Parent College," and going through a curriculum that helps parents become more familiar with the education sector. The topics that are included in this program are; Common Core State standards, high school readiness, college applications, grants, enrollment, statistics, testing, extra-curricular activities...etc. At the end of the curriculum, the parents who attend every session graduate from the Parent College course, where we have a ceremony just like how we do for our culminating 8th graders. Lastly, per our charter petition, we do "Home Visits" throughout the school year. Every year we try to hit our target of meeting the home visit goal. The goal is visiting min. 25% of our school's population, which is usually around 23 families. This is where we are able to go over to families' homes, chat with them, and bond with them to help increase the sense of belonging at our school.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.

Magnolia Science Academy 6 looks at its own data and does an analysis of its data to make sure that we are familiar with our overall data and our detailed data as well. Aside from the overall score, we look at the data from an ethnic standpoint, and from a special programs standpoint. One of the areas that we want to improve on will be to increase our scores for the special programs group; English language learners and our Students with Disabilities group. The students in these two groups have not shown significant improvement from last year's MAP results (Measures of Academic Progress) and we would like to make sure we have improvement and a focus on these two groups.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

Next year, we will have a PACE coordinator, the Parent and Community Engagement Coordinator from the beginning of the school year, and the Family and Outreach Engagement coordinator. I am hoping that with these two positions filled at the beginning of the school year, we will be able to connect with families more than ever before. This will then help strengthen our partnership with the families and which we hope will help with our academics. The PACE coordinator and the Family and Community will help us be able to bring in more families to our afterschool

programs, to our Saturday school programs, and to our online tutoring service, Tutorme. This year, we have also partnered with Think Together, who is an after-school program until 6 pm. We hope that with the added academic support we can see growth from all of our students who are involved.

Section 3: Seeking Input for Decision-Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Seeking Input	1	2	3	4	5
9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.			3		
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.			3		
11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.			3		
12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.			3		

Seeking Input for Decision-Making Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.

Through Magnolia Science Academy 6's meetings; (PTF, Coffee with the Principal, SSC, ELAC...etc.) with our educational partners, any important information that will affect their lives will be presented in a way so that our families can be informed, make comments, and/or ask questions about the decision making process. We encourage all of our parents to make sure that they are in attendance so that we can make a collaborative/joint decision on things that will affect our school. Some of the examples, of decisions that we have made, include our bus transportation pick up locations and times, our Title I fund expenditures, our ESSER 3 funding expenditures, and our 8th-grade fundraiser/graduation decisions.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.

Magnolia Science Academy 6's is always looking for further improving our decision making process by gathering as much data as possible, analyzing that data, and then making an informed decision with that data. One of the newest ways that we are utilizing, to gather more data is to use surveys/polls from our Zoom meetings that is featured on our zoom call. In addition to the poll function, the private chat, that is also on zoom is another great way to have input from our parents. Google forms has been a helpful tool as well when looking for family suggestions/comments/questions. It gives families the time and place to do the google forms at their own convenience, which increases the participation from our families. Lastly, our parentsquare app, has helped us make

sure that we communicate with all of our families about the important decisions that we are making and to share the news with them. The parentsquare app also has features similar to Zoom and google forms, if needed.

- Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

Next year, we will have a PACE coordinator, the Parent and Community Engagement Coordinator from the beginning of the school year, and the Family and Outreach Engagement coordinator. We are hoping that with these two positions, we will be able to reach all families, especially underrepresented families, to help us with the decision making process. We are hoping that these two positions will help us with Home Visits, phone calls, zoom calls, emails...etc. to make contact with them to become more engaged and to be a part of our school. Through making these connections, we plan to have these underrepresented families come to important meetings where they can listen, learn, and make informed choices/comments/questions about any decision that the school would like to make.

School Climate (LCFF Priority 6)

LEAs will provide a narrative summary of the local administration and analysis of a local climate survey that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K–5, 6–8, 9–12) in a text box provided in the California School Dashboard (response limited to 3,000 characters). LEAs will have an opportunity to include differences among student groups, and for surveys that provide an overall score, such as the California Healthy Kids Survey, report the overall score for all students and student groups. This summary may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

- DATA:** Reflect on the key learnings from the survey results and share what the LEA learned.
- MEANING:** What do the disaggregated results (if applicable) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, and barriers?
- USE:** What revisions, decisions, or actions has, or will, the LEA implement in response to the results for continuous improvement purposes? Why? If you have already implemented actions, did you see the results you were seeking?

MSA-6 annually conducts the CORE Districts survey instrument to students in grades 6-8, analyzes survey results such as participation rates and average approval rates for each topic and question on the survey, documents our findings (e.g., greatest progress and needs, comparisons with the prior year and CORE district results) and shares the results and findings with our stakeholders during LCAP information and feedback meetings and regular board meetings. MSA-6 disaggregates the results by grade and student group and also uses open-ended questions to further understand students' perceptions. MSA-6 strives to improve our students' perceptions of school safety and connectedness.

In 2022-23, 100% of our students participated in the survey.

Climate of Support for Academic Learning

85

80th - 99th

0

Knowledge and Fairness of Discipline, Rules and Norms

78

80th - 99th

+1

Safety

71

60th-79th

-4

Sense of Belonging (School Connectedness)

67

60th-79th

+2

Analysis:

There was a slight decrease in the survey participation for parents. We had three parents that did not participate. One outright refused to do so, claiming she viewed the survey but did not like the available responses. The other two parents were not able to complete it due to difficulties in communication. All of the various attempts to engage the parent in to take the survey were not successful. Most of the parents responded via paper flyers sent home with individual codes and QR links to the survey. Personal phone calls home to walk parents through the process was also successful but very time consuming.

Next Steps:

SPED - find a SPED teacher who might be able to be more hands on with our students.

Enrollment - continuously working on establishing a presence in the neighborhood and reaching our maximum cup.

Sports programs at our school - reach out to different organizations that might be able to connect us with a league around our area. FIYA, <https://onfiya.org/>

Continue to do PD's like Kagan. (Momentum in teaching)

Fundraising workshop with PTF/PAC

Expanding workshops with the parents regarding parenting

Access to a Broad Course of Study (LCFF Priority 7)

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)

MSA-6 designs its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including all student groups. Core subjects (English, mathematics, social sciences, and science) and electives are offered aligned with our charter petition and graduation requirements. As evidenced by the school master schedule, elective forms, class rosters, student schedules and transcripts, MSA-6 strives to offer a well-rounded education to our students.

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)

As evidenced by our master schedule, elective forms, class rosters, student schedules and transcripts, 100% of students have access to a broad course of study, including core subjects (English, mathematics, social sciences, and science) and electives as outlined in our charter petition. We also provide all other academic programs and services outlined in our charter petition, certain programs and services being dependent on student need and interest. For example; we provide CCSS aligned ELA and math intervention classes to all students who are in need of additional support. We provide designated and integrated ELD instruction, support and intervention to ELs and immigrant students. We closely monitor student progress in ELA/Literacy, math, and ELD as measured by our interim assessments (MAP, IAB, etc.)

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)

MSA-6 provides access to a college-preparatory, STEAM focused broad course of study for all our students.

4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

MSA-6 will continue to provide access to a college-preparatory, STEAM focused broad course of study for all our students. We will ensure that all our students graduate college and career ready. In an effort to provide a more well-rounded education to our students, MSA-6 will strive to offer additional programs such as more elective courses aligned with career pathways, continued health and physical education, diverse arts programs, increased civics, Life Skills, and SEL programs, etc., as well as provide our students with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc. Such additional programs depend on the availability of financial and human resources. MSA-6 will make the best use of its resources to provide a well-rounded education experience to our students.

Local Performance Indicator Self-Reflection

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

Introduction

The State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area. The approved performance standards require an LEA to:

- Annually measure its progress in meeting the requirements of the specific Local Control Funding Formula (LCFF) priority.
- Report the results as part of a non-consent item at a regularly scheduled public meeting of the local governing board/body in conjunction with the adoption of the Local Control and Accountability Plan (LCAP).
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

This Quick Guide identifies the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

Performance Standards

The performance standards for the local performance indicators are:

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

The LEA annually measures its progress in meeting the Williams settlement requirements at 100% at all of its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable; the LEA then reports the results to its local governing board at a regularly scheduled meeting and to reports to educational partners and the public through the Dashboard.

Implementation of State Academic Standards (LCFF Priority 2)

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Parent and Family Engagement (LCFF Priority 3)

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the SBE-adopted self-reflection tool for Priority 3 at the same meeting at which the LEA adopts its LCAP, and reports to educational partners and the public through the Dashboard.

School Climate (LCFF Priority 6)

The LEA administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the LEA serves (e.g., K-5, 6-8, 9-12), and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to educational partners and the public through the Dashboard.

Access to a Broad Course of Study (LCFF Priority 7)

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code (EC) for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Coordination of Services for Expelled Students – County Office of Education (COE) Only (LCFF Priority 9)

The county office of education (COE) annually measures its progress in coordinating instruction as required by California EC Section 48926; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of misassignments of teachers of ELs, total teacher misassignments, and vacant teacher positions
- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies)

Teachers	Number	Percent
Misassignments of Teachers of English Learners	N/A	N/A
Total Teacher Misassignments	N/A	N/A
Vacant Teacher Positions	N/A	N/A

Access to Instructional Materials	Number	Percent
Students Without Access to Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home	0	0

Facility Conditions	Number
Identified Instances Where Facilities Do Not Meet The "Good Repair" Standard (Including Deficiencies and Extreme Deficiencies)	0

Implementation of State Academic Standards (LCFF Priority 2)

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards				4	
History-Social Science				4	

2. Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards					5
History-Social Science					5

3. Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards				4	
History-Social Science				4	

Other Adopted Academic Standards

4. Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Career Technical Education				4	
Health Education Content Standards				4	
Physical Education Model Content Standards					5
Visual and Performing Arts				4	
World Language	1				

Support for Teachers and Administrators**5. Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).**

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole					5
Identifying the professional learning needs of individual teachers					5
Providing support for teachers on the standards they have not yet mastered				4	

Optional Narrative (Limited to 1,500 characters)**6. Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.**

MSA-7 ensures all curricula and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) We provide services to EL students by proficiency level and ELD instruction is aligned to the CA ELD standards and framework. EL students have access to core and supplemental ELD instructional materials; teachers attend PDs whose focus is on ELD standards. Our teachers participate in at least 18 hours of professional development per year in addition to the weekly two hours of staff collaboration and PD time built into the 2022-23 school year. PD includes the areas of Common Core ELA/Literacy, math, ELD Standards and integration of ELD standards into content areas, and training in strategies to support ELs with common core ELA/ELD and math curricula. While the primary focus has mostly been on the ELA/Literacy, math, and ELD over the past few years, MSA-7 has also provided PD and supported our teachers on NGSS, History-Social Science, Career Technical Education, Health Education, Physical Education, and Visual and Performing Arts. Staff members are also trained on Social Emotional Learning (SEL) supports and Positive Behavior Interventions and Supports (PBIS) for students. This year we added Guided Math training and Trauma Informed Instruction training for all staff members.

Parental Involvement and Family Engagement (LCFF Priority 3)**Introduction**

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit: ¹

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.
- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

Instructions

This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-Making

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified. The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):
 - 1 – Exploration and Research
 - 2 – Beginning Development
 - 3 – Initial Implementation
 - 4 – Full Implementation
 - 5 – Full Implementation and Sustainability
4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.
5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Building Relationships	1	2	3	4	5
1. Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.					5
2. Rate the LEA's progress in creating welcoming environments for all families in the community.					5
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.				4	
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.					5

Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)

- Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.

One strength that MSA-7 has in the area of building relationships between school staff and families is the fact that we hired a full-time bilingual Parent and Community Engagement (PACE) Coordinator last year and a full time Community Schools Coordinator (CSC) this year. Having these additional people has allowed us to strengthen our community relationships and partnerships as well as our communication with families. Despite the challenges of the past few years and feeling disconnected in many ways, we were able to bridge gaps between families and staff this year due to the efforts of the PACE and CSC Coordinators and the number of meetings and opportunities we created for school to home connections. Another strength in this area and one we hope to continue to progress in is the number and quality of community partnerships and resources we have established over the past few years to help support our families and students.

- Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.

The past couple of years have presented it's challenges when it comes to building relationships and school culture due to the COVID-19 restrictions and protocols. This year we were able to bring back many of the events and family activities we held in the past as well as add many new opportunities including parent workshop series. Our Home Visit rate dropped significantly last year but was increased from 8% to 25% of our families participating this school year. The 2022-23 school year allowed us to get back to building and sustaining relationships with our school staff and families more consistently. On the 2022-23 Educational Partner Surveys, our families maintained a 99% approval rating in the area of Sense of Belongingness, however, and our staff stayed the same at 83%.

- Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.

MSA-7 hired a full-time bilingual Parent and Community Engagement (PACE) Coordinator last year and a full time bilingual Community Schools Coordinator (CSC) this school year to increase our effectiveness in this area even more. These positions allow for our school and families to build relationships within our community as well as assist with parent meetings, school events, newsletters, community partnerships and resources, and the home visit program. MSA-7 has 8 PAC meetings and 8 PTF meetings per year, ELAC meetings (4 times per year) and monthly Coffee with the Admin meetings. In addition to these meetings, we have increased the quality and quantity of the communication tools with parents. We have social media accounts on Facebook and Instagram, a monthly bilingual school newsletter and Parent Square as a school-wide means of communication to our families which is set up in their preferred language. Our annual gatherings with parents such as Parent Orientation, Back to School Night, Fall/Spring Parent teacher conferences, Open House/STEAM Expo, Fall Festival, Literacy Night and PTF organized Family Social nights help increase the school to home communication. It was great being able to hold these events and meetings in person again this year. We have also strengthened our community partnerships during the past couple of years in an attempt to provide as many resources to our families as possible during this challenging time. This has included meals, baby supplies, school supplies, grocery and gas gift cards, mental health supports, free medical and dental clinics, parent workshops, and more.

Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Building Partnerships	1	2	3	4	5
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.				4	
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.					5
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.				4	
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.				4	

Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)

- Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.

To better support our parents, in addition to the meetings shared above, we have Student Success Planning Team Meetings (SSPT), Academic Support Meetings, ELD Coordinator Meetings and IEP meetings with the students and their parents. During these meetings, the students' individualized needs are discussed and improvement plans are prepared collaboratively. We have also strengthened our community partnerships during the past couple of years in an attempt to provide as many resources to our families as possible during this challenging time. This has included meals, baby supplies, school supplies, grocery and gas gift cards, mental health supports and more. We also prioritized funding this school year for staff PD in the areas of Culturally Responsive Teaching and Implicit Bias to

help further close any existing equity gaps and strengthen relationships. Another prioritized area to strengthen partnerships for student outcomes was prioritizing the addition of more Social Emotional Learning and Mental Health supports by increasing partnerships, adding an SEL music program and hiring a full time school psychologist.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.

One area of improvement for building partnerships for student outcomes is a need to bring back the Parent Workshop programs we used to have pre-pandemic and even virtually during the 2020-21 school year. With so many other priorities this year, we did not offer any parent workshops for our families so that is a definite need and priority for the upcoming school year. Although we still held all parent meetings virtually including parent/teacher conferences, it was difficult to connect with families to speak with them about their children's learning, behavior and social emotional progress as effectively as when done so in person. We have also identified a need to build systems and programs to better connect with and support our Newcomer families. Our ELD Coordinator is working with our PACE Coordinator to develop these supports for next year.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

One area of improvement for building partnerships for student outcomes with underrepresented families is a need to bring back the Parent Workshop programs focused on topics that are relevant to these groups. Another way is to increase the translation supports we have for families who speak languages other than English and Spanish. We have also identified a need to build systems and programs to better connect with and support our Newcomer families. Our ELD Coordinator is working with our PACE Coordinator to develop these supports for next year.

Section 3: Seeking Input for Decision-Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Seeking Input	1	2	3	4	5
9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.				4	
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.				4	
11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.				4	
12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.					5

Seeking Input for Decision-Making Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.

One strength that MSA-7 has in seeking input for decision-making is the number of opportunities and platforms in which we offer to our educational partners to give us feedback. These include committee meetings, surveys, and more. We also provide follow up to these surveys and meetings to let partners know that we heard them and we acted. It's important that our families, staff and students feel represented so anytime we are able to act on a suggestion of theirs, we like to highlight it. Another strength is that our staff and administrative team is available and accessible to our families. They know we are here for them and their child and welcome the chance to speak with them. That was a comment we received repeatedly on this year's educational partner surveys, that the families appreciated how quickly staff responds to their needs, questions and suggestions and is aware of what is happening in the school.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.

MSA-7 provides many opportunities for all educational partners to be a part of the decision making process. Parents have active decision making roles in the Parent Advisory Committee (PAC), in the English Learners Advisory Committee (ELAC) and in the Parent Task Force (PTF) meetings. During these meetings, current and future programs are discussed with all partners, school-wide plans are reviewed, and we receive input on what our educational partners would like to see for the school. We value our partners and their feedback to strengthen our programs for the upcoming school year. In addition to the annual Panorama Educational Partner Surveys administered in the Spring, we also administer LCAP planning needs assessment surveys to the parents, staff members and to the students. Parents have active decision making roles in the Parent Advisory Committee (PAC), in the English Learners Advisory Committee (ELAC) and in the Parent Task Force (PTF) meetings. To increase the efficiency and engagement of being part of these committees we implemented training sessions during the first of these committee meetings this school year. We do still struggle with attendance at many of these meetings and have tried several different day and time options to try and find which works best for our families.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

One area of improvement for seeking input for decision-making with underrepresented families is a need to increase the translation supports we have for families who speak languages other than English and Spanish. We have also identified a need to build systems and programs to better connect with and support our Newcomer families. Our ELD Coordinator is working with our PACE and CSC Coordinators to continue to develop these supports. We would also like to build our culturally responsive programs so that all families feel represented in our school and more encouraged to participate in meetings, committees and events.

School Climate (LCFF Priority 6)

LEAs will provide a narrative summary of the local administration and analysis of a local climate survey that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K–5, 6–8, 9–12) in a text box provided in the California School Dashboard (response limited to 3,000 characters). LEAs will have an opportunity to include differences among student groups, and for surveys that provide an overall score, such as the California Healthy Kids Survey, report the overall score for all students and student groups. This summary may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

1. **DATA:** Reflect on the key learnings from the survey results and share what the LEA learned.
2. **MEANING:** What do the disaggregated results (if applicable) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, and barriers?

3. **USE:** What revisions, decisions, or actions has, or will, the LEA implement in response to the results for continuous improvement purposes? Why? If you have already implemented actions, did you see the results you were seeking?

MSA-7 annually conducts the CORE Districts survey instrument to students in grades 3-5, analyzes survey results such as participation rates and average approval rates for each topic and question on the survey, documents our findings (e.g., greatest progress and needs, comparisons with the prior year and CORE district results) and shares the results and findings with our educational partners during LCAP information and feedback meetings and regular board meetings. MSA-7 disaggregates the results by grade and student group and also uses open-ended questions to further understand students' perceptions. MSA-7 strives to improve our students' perceptions of school safety and school connectedness.

In 2022-23, 97.9% of our 3rd to 5th grade students participated in the survey and their responses provided an average approval rating of 73% on the four topics of the survey, with a rating of 74% on Topic 1 (Climate of Academic support) and a rating of 77% on Topic 2 (Knowledge and Fairness of Discipline), a rating of 66% on Topic 3 (Safety) and a rating of 74% on Topic 4 (Sense of Belonging), whereas 90% answered positively to the question, "Overall, I am satisfied and would recommend this school to other students."

The changes in average approval rates from Spring 2022 to Spring 2023 were slightly down for two educational partner categories with a decrease of 4 points for students (77% to 73%), 3 points for staff (93% to 90%) but a 1 point increase for families (98% to 99%)

One highlight from the surveys was the parent satisfaction rating of "Overall, I am satisfied and would recommend this school to other students/parents/educators" was 100%. We also increased our percentage of satisfaction rates by 2% for both student (88% to 90%) and staff (90%-92%). Students stated the favorite thing about school is the staff members. Parents stated the school cares about the mental development of their child and they take the time to address the issues and find solutions. Staff stated how much they like the community of the school and the relationships between the staff and students, the hard work mindset of the staff, and the open minded learning, improving as a professional, and support between colleagues.

After analyzing all partner surveys we identified the biggest areas of concern and will put an action plan in place to address these concerns. These areas include: the PBIS Team developing plans to continue to improve upon systems and programs and be ready to train staff during summer inservice days; school administration continuing to work with Home Office team members to devise plans and solutions for facility issues; putting together a task force led by the school psychologist to review and select an SEL curriculum to be used school-wide beginning Fall 2023; school administration working with Home Office team members to review guidelines for teacher planning/prep time and schedules as well as systems for selecting additional duties, and school site surveying 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.

Access to a Broad Course of Study (LCFF Priority 7)

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)

MSA-7 designs its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including all student groups. Core subjects (English, mathematics, social sciences, and science) and non-core subject areas such PE, Health, and Art are offered aligned with our charter petition and graduation requirements. Our students with disabilities have access to all general education curriculum and programs with RSP support as indicated in their IEPs. As evidenced by the school master schedule, class rosters, student schedules and transcripts, MSA-7 strives to offer a well-rounded education to our students.

- Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)

As evidenced by our master schedule, after school club forms, class rosters, student schedules and transcripts, 100% of our students have access to a broad course of study, including core subjects (English, mathematics, social sciences, and science) and specials as outlined in our charter petition such as Computer, PE/Health, and Life Skills (Character Education). We also provide all other academic programs and services outlined in our charter petition, certain programs and services being dependent on student need and interest. For example; we provide CCSS aligned ELA and math intervention classes to all students who are in need of additional support. We provide designated and integrated ELD instruction, support and intervention to ELs and immigrant students. We closely monitor student progress in ELA/Literacy, math, and ELD as measured by our interim assessments (MAP, IAB, etc.) We provide students with opportunities to participate in Enrichment Programs based on student needs and interests.

- Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)

MSA-7 provides access to a college and career awareness, STEAM focused broad course of study for all our students.

- In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

MSA-7 will continue to provide access to a college and career week to develop and motivate students to be college and career ready. In an effort to provide more well-rounded education to our students, MSA-7 will strive to offer additional non core subject programs to bring awareness to college and career readiness, health and physical education, diverse arts programs, sports programs, character education, and SEL programs, etc. In addition, we will continue to provide our students with experiential learning opportunities, including but not limited to, instructional field trips, community service programs, clubs, etc. Such additional programs depend on the availability of financial and human resources. MSA-7 will make the best use of its resources to provide a well-rounded educational experience for our students.



Local Performance Indicator Self-Reflection

Local Educational Agency (LEA)	Contact Name and Title	Email and Phone
Magnolia Science Academy-Bell	Dr. Laura Schlottman Principal	lbschlottman@magnoliapublicschools.org (323) 826-3925

Introduction

The State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area. The approved performance standards require an LEA to:

- Annually measure its progress in meeting the requirements of the specific Local Control Funding Formula (LCFF) priority.
- Report the results as part of a non-consent item at a regularly scheduled public meeting of the local governing board/body in conjunction with the adoption of the Local Control and Accountability Plan (LCAP).
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

This Quick Guide identifies the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

Performance Standards

The performance standards for the local performance indicators are:

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

The LEA annually measures its progress in meeting the Williams settlement requirements at 100% at all of its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable; the LEA then reports the results to its local governing board at a regularly scheduled meeting and to reports to educational partners and the public through the Dashboard.

Implementation of State Academic Standards (LCFF Priority 2)

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Parent and Family Engagement (LCFF Priority 3)

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the SBE-adopted self-reflection tool for Priority 3 at the same meeting at which the LEA adopts its LCAP, and reports to educational partners and the public through the Dashboard.

School Climate (LCFF Priority 6)

The LEA administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the LEA serves (e.g., K-5, 6-8, 9-12), and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to educational partners and the public through the Dashboard.

Access to a Broad Course of Study (LCFF Priority 7)

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code (EC) for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Coordination of Services for Expelled Students – County Office of Education (COE) Only (LCFF Priority 9)

The county office of education (COE) annually measures its progress in coordinating instruction as required by California EC Section 48926; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of misassignments of teachers of ELs, total teacher misassignments, and vacant teacher positions
- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies)

Teachers	Number	Percent
Misassignments of Teachers of English Learners	NA	N/A
Total Teacher Misassignments	NA	N/A
Vacant Teacher Positions	NA	N/A

Access to Instructional Materials	Number	Percent
Students Without Access to Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home	0	0

Facility Conditions	Number
Identified Instances Where Facilities Do Not Meet The "Good Repair" Standard (Including Deficiencies and Extreme Deficiencies)	0

Implementation of State Academic Standards (LCFF Priority 2)

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				4	
ELD (Aligned to ELA Standards)				4	
Mathematics – Common Core State Standards for Mathematics				4	
Next Generation Science Standards				4	
History-Social Science				4	

2. Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				4	
ELD (Aligned to ELA Standards)				4	
Mathematics – Common Core State Standards for Mathematics				4	
Next Generation Science Standards				4	
History-Social Science				4	

3. Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				4	
ELD (Aligned to ELA Standards)				4	
Mathematics – Common Core State Standards for Mathematics				4	
Next Generation Science Standards				4	
History-Social Science				4	

Other Adopted Academic Standards

4. Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Career Technical Education	1				
Health Education Content Standards			3		
Physical Education Model Content Standards				4	
Visual and Performing Arts				4	
World Language				4	

Support for Teachers and Administrators**5. Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).**

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole				4	
Identifying the professional learning needs of individual teachers				4	
Providing support for teachers on the standards they have not yet mastered				4	

Optional Narrative (Limited to 1,500 characters)**6. Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.**

MSA Bell ensures all curricula and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.). We provide services to ELs by proficiency level and ELD instruction is aligned to the CA ELD standards and framework. ELs have access to core and supplemental ELD instructional materials; teachers attend PDs whose focus is on ELD standards. Our teachers participate in at least 36 hours of professional development per year in areas such as:

1. Common Core ELA/Literacy, math
2. Supports and Intervention for Students with Disabilities, especially Universal Design for Learning (UDL)
3. ELD Standards and integration of ELD standards into content areas
4. MTSS and PBIS
5. Increase learning loss interventions
6. Social emotional learning and teaching practices
7. Restorative practices

Parental Involvement and Family Engagement (LCFF Priority 3)**Introduction**

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit: ¹

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.
- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

Instructions

This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-Making

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified. The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):
 - 1 – Exploration and Research
 - 2 – Beginning Development
 - 3 – Initial Implementation
 - 4 – Full Implementation
 - 5 – Full Implementation and Sustainability
4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.
5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Building Relationships	1	2	3	4	5
1. Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.				4	
2. Rate the LEA's progress in creating welcoming environments for all families in the community.				4	
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.				4	
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.					5

Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)

- Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.

This year, the school has increased parent engagement by returning our signature parent engagement activities such as Parent College (8 sessions), Parent workshops (Schools First, and other Partners), Parent Advisory Committee (PAC) and Parent Task Force. The events were offered both in person and virtually so that we could increase our participation. The participation rate increased by at least three times in comparison to last year. Furthermore, our participation rate for our parent surveys also increased from 40% to almost 70% this school year. Finally, we also received a Community School Grant and increased parent participation at the state level through our Community Engagement Initiative (CEI) work.

- Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.

Now that the signature events are back, increasing in numbers the new goal is to increase parent participation, ownership and training our families to engage in advocacy work for their students. In motion the goal is to continue to increase the number of events and participants. Furthermore, since we receive the community school's implementation grant, next year will be an important year for our school to increase parent engagement and ownership. For example, we would like to see our families engage in monthly walkthroughs and hold academic conversations with our school personnel.

- Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.

Upon review of the stakeholder survey, it is clear that the school needs to increase our key feature of home. Currently we have visited 51 students and we want to at least double that number next school year. Furthermore, we want to increase the percent of parent participation in our annual parent survey from 70% to 80%. We strongly believe that if

we increase the feedback we receive from parents and we connect with families via our home visit model, we will strengthen our relationship and families will feel more comfortable engaging with our school, as partners.

Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Building Partnerships	1	2	3	4	5
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.				4	
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.				4	
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.				4	
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.				4	

Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)

- Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.

The following are strengths as identified by each stakeholder group:

Students-

Our students continue to identify Friends, teachers/staff, and school activities (sports) as the glows for this school year. This school year, the students added that they enjoy the activities that are taking place during break and lunch and in addition expressed that they really enjoy PE, STEAM and Art classes.

Families-

Our families shared that they are most satisfied with the communication, the discipline we have in place, the quality of education and our teachers/staff. Overall, there was a sense that families trust our academic program and are satisfied with our quality in education.

Staff-

Our staff identified that working with our students makes them feel satisfied and fulfilled. The teachers and staff identified our caring environment as a highlight and the supportive admin and staff too.

Overall-

The most notable positive aspect of the survey results came within the free responses about what our educational partners like most about the school. Across all three groups, the connectedness, family atmosphere, level of support, and level of care exhibited by staff are heavily agreed upon. We are very proud of this because we feel that this

foundational characteristic of care lends itself to a stronger school culture. We believe that this characteristic is among the highest selling points of our school.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.

The following are needs as identified by each stakeholder group:

1Students-

Our students continue to feel that the uniform/dress code is too strict and they dislike the food that LAUSD provides. Furthermore, our students also feel that not all students are treated equally and that some students get more consequences than others. In addition, the students shared their concern for having a substitute teacher in math class for the majority of the school year.

Family-

Our families show concern with the safety aspect, and especially what they are seeing on social media or what they are hearing at home about school fights that are taking place more than ever. In addition, our families show dissatisfaction with our strict uniform rules and the traffic that is observable at drop off and pick up.

Staff-

Our staff indicated that our school has unclear discipline policy and that we lack consequence for students with severe behaviors. Furthermore, staff identified that our office is sometimes rude with students and dismissive with families.

Overall-

Overall we see that there is some dissatisfaction with areas that the school does not have control over such as: uniform, food and traffic. However, we can share our educational partner's concerns and feedback with the cafeteria personnel and receive a monthly food calendar to communicate more frequently with our partners on what is being offered as breakfast/lunch. Furthermore, we need to work more closely with our staff to ensure that our students are fully understanding the importance of uniform, so that this does not continue to be a pressure point for students. Finally, we need to seriously revisit our discipline and MTSS efforts to ensure that rules and consequences are communicated with all education partners and that we have a transparent process that instills trust and confidence in our disciplinary actions.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

Next Steps:

Our Dean of students will start a task force which will include all educational partners to help identify the next steps for our school to improve our safety and discipline concerns shared by all educational partners. At the start of the year, the leadership will put a greater emphasis on educating students on the importance of wearing uniforms and using technology appropriately. The staff will use the summer time to prepare a cohesive plan for teaching students at the beginning of the year why uniforms are important and the benefits that it has on students and the school community. To build a more inclusive and positive school culture, the leadership will put greater emphasis on the home visit program and ensure we do this earlier in the school year. Work with History, elective teachers, and other staff to bring awareness to diverse cultures that are embedded in the lesson plans. Continuing to build on the supervision map that has been created to improve our supervision during unstructured times (break, lunch). Cones are being used to create boundaries for our students. Ensure that weekly supervision huddles are implemented to facilitate communication on needs. Effectively lead school Psychologists to develop workshops for families to support adolescent changes on how families can support students from home.

Section 3: Seeking Input for Decision-Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Seeking Input	1	2	3	4	5
9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.				4	
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.				4	
11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.				4	
12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.				4	

Seeking Input for Decision-Making Dashboard Narrative Boxes (Limited to 3,000 characters)

- Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.

MSA Bell provides various opportunities for parent involvement and education. Involvement is facilitated through avenues such as PAC meetings, English Language Advisory Committee (ELAC) meetings, and family workshops/conferences with a focus on the whole child development. Furthermore, the administration and support staff are visible and approachable. This ensures safety is a priority and concerns are addressed in a timely manner.

- Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.

Although various opportunities are provided to engage in the learning community, the pandemic has made it a challenge for families to take on additional responsibilities/availability. Leadership is working to build student and family capacity to fully comprehend and utilize the resources that are available to enhance learning. Such resources include ParentSquare, Smart Tutors, Surveys, etc. An additional area of focus is to build technology partnerships with the community to provide families with resources such as technology education, low-cost internet, and computers to assist with the changing educational landscape.

- Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

The LEA wants to increase home visits and give parents an opportunity to provide feedback more frequently.

School Climate (LCFF Priority 6)

LEAs will provide a narrative summary of the local administration and analysis of a local climate survey that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K–5, 6–8, 9–12) in a text box provided in the California School Dashboard (response limited to 3,000 characters). LEAs will have an opportunity to include differences among student groups, and for surveys that provide an overall score, such as the California Healthy Kids Survey, report the overall score for all students and student groups. This summary may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

1. **DATA:** Reflect on the key learnings from the survey results and share what the LEA learned.
2. **MEANING:** What do the disaggregated results (if applicable) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, and barriers?
3. **USE:** What revisions, decisions, or actions has, or will, the LEA implement in response to the results for continuous improvement purposes? Why? If you have already implemented actions, did you see the results you were seeking?

Traditionally, MSA Bell conducts a school climate survey every year during the early spring through Panorama. Surveys have been the primary means of collecting student, family, and staff voices about what we are doing great and should keep doing, and what areas for improvement are so we can continue to provide our students with the best quality education. This feedback instrument provides teachers and school leaders with valuable data about how students see their classes, how much parents are involved, how supported staff feels, and how to facilitate improvement. Throughout the document, many references have been made to the various components of the survey. This portion will be dedicated to the free responses from our stakeholders.

The following are strengths as identified by each educational partner group:

- **Students:** Our students continue to identify Friends, teachers/staff, and school activities (sports) as the glows for this school year. This school year, the students added that they enjoy the activities that are taking place during break and lunch and in addition expressed that they really enjoy PE, STEAM and Art classes.
- **Families:** Our families shared that they are most satisfied with the communication, the discipline we have in place, the quality of education and our teachers/staff. Overall, there was a sense that families trust our academic program and are satisfied with our quality in education.
- **Staff:** Our staff identified that working with our students makes them feel satisfied and fulfilled. The teachers and staff identified our caring environment as a highlight and the supportive admin and staff too.

Connection is a hallmark of MSA Bell, across all stakeholders the value and importance of connecting and building relationships are essential. MSA Bell team will continue to adapt to the needs of the community to ensure this continues, especially as students transition to a hybrid.

MSA Bell has an array of resources that are available to enhance learning. Leadership will continue to create messaging and training for all stakeholders to fully utilize the resources available.

The following are needs as identified by each educational partner group:

- **Students:** Our students continue to feel that the uniform/dress code is too strict and they dislike the food that LAUSD provides. Furthermore, our students also feel that not all students are treated equally and that some students get more consequences than others. In addition, the students shared their concern for having a substitute teacher in math class for the majority of the school year.
- **Family:** Our families show concern with the safety aspect, and especially what they are seeing on social media or what they are hearing at home about school fights that are taking place more than ever. In addition, our families show dissatisfaction with our strict uniform rules and the traffic that is observable at drop off and pick up.
- **Staff:** Our staff indicated that our school has unclear discipline policy and that we lack consequence for students with severe behaviors. Furthermore, staff identified that our office is sometimes rude with students and dismissive with families.

Overall we see that there is some dissatisfaction with areas that the school does not have control over such as: uniform, food and traffic. However, we can share our educational partner's concerns and feedback with the cafeteria personnel and receive a monthly food calendar to communicate more frequently with our partners on what is being offered as breakfast/lunch. Furthermore, we need to work more closely with our staff to ensure that our students are fully understanding the importance of uniform, so that this does not continue to be a pressure point for students. Finally, we need to seriously revisit our discipline and MTSS efforts to ensure that rules and consequences are communicated with all education partners and that we have a transparent process that instills trust and confidence in our disciplinary actions.

Here are some other factors that are being explored and implemented to ensure a rigorous academic program that adapts to the needs of the community:

- Our Dean of students will start a task force which will include all educational partners to help identify the next steps for our school to improve our safety and discipline concerns shared by all educational partners.
- At the start of the year, the leadership will put a greater emphasis on educating students on the importance of wearing uniforms and using technology appropriately.
- The staff will use the summer time to prepare a cohesive plan for teaching students at the beginning of the year why uniforms are important and the benefits that it has on students and the school community.
- To build a more inclusive and positive school culture, the leadership will put greater emphasis on the home visit program and ensure we do this earlier in the school year.
- Work with History, elective teachers, and other staff to bring awareness to diverse cultures that are embedded in the lesson plans.
- Continuing to build on the supervision map that has been created to improve our supervision during unstructured times (break, lunch). Cones are being used to create boundaries for our students. Ensure that weekly supervision huddles are implemented to facilitate communication on needs.
- Effectively lead school Psychologists to develop workshops for families to support adolescent changes on how families can support students from home.
- Hire a restorative Justice Coordinator to support our Dean of Students and PBIS vision.
- Hire an intervention teacher to maximize our intervention programs and effectiveness.

Findings have been shared with various educational partners through various meetings/informational sessions.

Access to a Broad Course of Study (LCFF Priority 7)

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)

MSA Bell designs its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including all student groups. Core subjects (English, mathematics, social sciences, and science) and electives are offered aligned with our charter petition. As evidenced by the schoolmaster schedule, elective forms, class rosters, student schedules, and transcripts, MSA-Bell strives to offer a well-rounded education to our students. Furthermore, MSA Bell support staff responsibilities shifted due to the pandemic to ensure connectivity to school. This included phone outreach to determine student needs such as Hot Spots for Internet, Chromebook, or providing technical support to ensure connectivity to classes and the available platforms. All technology is managed and monitored to ensure appropriate usage and inventory.

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)

As evidenced by our master schedule, elective forms, class rosters, student schedules, and transcripts, 100% of students have access to a broad course of study, including core subjects (English, mathematics, social sciences, and science) and electives as outlined in our charter petition. We also provide all other academic programs and services outlined in our charter petition, certain programs, and services being dependent on student need and interest. For example, we provide designated and integrated ELD instruction, support and intervention to ELs and immigrant students. We closely monitor student progress in ELA/Literacy, math, and ELD as measured by our internal assessments (MAP, IAB, etc.) All students have access to "Advisory" classes (college planning and career exploration program) and programs preparing students for college readiness and socio-emotional development. The Learning Management System provides teachers with resources to monitor academic progress and tips to connect with students. Mentorship is monitored through the LMS to ensure every child has an adult connection on campus. Furthermore, MSA Bell has provided students with information regarding A-G courses, as well as offered opportunities to take courses such as Algebra 1, Geometry, or world language courses (Spanish 1 and 2) that would earn credit towards their high school pathway.

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)

MSA Bell has executed extensive plans to ensure and provide ongoing connectivity. The major hindrance impacting student connection is the inability to form a personal connection in the virtual environment versus in-person. The pandemic has led to the monitoring of various data points that identifies our neediest students and extensive plans have been generated to connect or reconnect students and families. These plans include, but not limited to, home visits, conferences and follow-ups, creation of personalized scheduled, support to connect to the various platforms, etc.

4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

The following is a list of strategies and actions that are being reviewed for implementation/execution. Some of these plans are currently in action and will be adjusted to continually enhance positive student outcomes.

- Increase tele-outreach to support in various areas such as the transition to hybrid, and educate with online tools such as Illuminate and ParentSquare.
- Evaluate instructional practices to highlight promising instructional practices such as a focus on power standards, ensure assignments are relevant to finish product, emphasize learning skill sets and recognition of the process for learning, staff sharing, and highlighting instructional practices during meetings.
- Adjustment of schedule to ensure time is allocated for an appropriate break and lunchtimes, and shift advisory to assist with academic interventions
- Dedicated task force members to highlight and solicit information about reopening, to be part of the decision-making process.
- As students return, opportunities to increase student-to-student interactions will be explored further through professional development.
- As students return to campus, the instructional staff will focus on reviewing and adjusting the school-wide expectation matrix to continue to align with our PBIS goals.
- Explore communication inhibiting factors

Local Performance Indicator Self-Reflection

Local Educational Agency (LEA)	Contact Name and Title	Email and Phone
Magnolia Science Academy - Santa Ana	Steven Keskindurk & Maria Czerner-Rowell Site Director/Secondary Principal & Elementary Principal	skeskinturk@magnoliapublicschools.org & mrowell@magnoliapublicschools.org (714) 479-0115

Introduction

The State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area. The approved performance standards require an LEA to:

- Annually measure its progress in meeting the requirements of the specific Local Control Funding Formula (LCFF) priority.
- Report the results as part of a non-consent item at a regularly scheduled public meeting of the local governing board/body in conjunction with the adoption of the Local Control and Accountability Plan (LCAP).
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

This Quick Guide identifies the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

Performance Standards

The performance standards for the local performance indicators are:

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

The LEA annually measures its progress in meeting the Williams settlement requirements at 100% at all of its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable; the LEA then reports the results to its local governing board at a regularly scheduled meeting and to reports to educational partners and the public through the Dashboard.

Implementation of State Academic Standards (LCFF Priority 2)

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Parent and Family Engagement (LCFF Priority 3)

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the SBE-adopted self-reflection tool for Priority 3 at the same meeting at which the LEA adopts its LCAP, and reports to educational partners and the public through the Dashboard.

School Climate (LCFF Priority 6)

The LEA administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the LEA serves (e.g., K-5, 6-8, 9-12), and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to educational partners and the public through the Dashboard.

Access to a Broad Course of Study (LCFF Priority 7)

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code (EC) for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Coordination of Services for Expelled Students – County Office of Education (COE) Only (LCFF Priority 9)

The county office of education (COE) annually measures its progress in coordinating instruction as required by California EC Section 48926; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of misassignments of teachers of ELs, total teacher misassignments, and vacant teacher positions
- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies)

Teachers	Number	Percent
Misassignments of Teachers of English Learners	N/A	N/A
Total Teacher Misassignments	N/A	N/A
Vacant Teacher Positions	N/A	N/A

Access to Instructional Materials	Number	Percent
Students Without Access to Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home	0	0

Facility Conditions	Number
Identified Instances Where Facilities Do Not Meet The "Good Repair" Standard (Including Deficiencies and Extreme Deficiencies)	0

Implementation of State Academic Standards (LCFF Priority 2)

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				4	
ELD (Aligned to ELA Standards)				4	
Mathematics – Common Core State Standards for Mathematics				4	
Next Generation Science Standards				4	
History-Social Science				4	

2. Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards				4	
History-Social Science					5

3. Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards				4	
History-Social Science					5

Other Adopted Academic Standards

4. Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Career Technical Education			3		
Health Education Content Standards				4	
Physical Education Model Content Standards					5
Visual and Performing Arts					5
World Language					5

Support for Teachers and Administrators**5. Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).**

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole					5
Identifying the professional learning needs of individual teachers					5
Providing support for teachers on the standards they have not yet mastered					5

Optional Narrative (Limited to 1,500 characters)**6. Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.**

MSA-Santa Ana ensures all curricula and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) We provide services to ELs by proficiency level and ELD instruction is aligned to the CA ELD standards and framework. ELs have access to core and supplemental ELD instructional materials; teachers attend PDs whose focus is on ELD standards. Our teachers participate in at least 25 hours of professional development per year. PD includes the areas of Common Core ELA/Literacy, math, ELD Standards and integration of ELD standards into content areas, and training in strategies to support ELs with Common Core ELA/ELD and math curricula. While the primary focus has mostly been on the ELA/Literacy, math, and ELD over the past few years, MSA-Santa Ana has also provided PD and supported our teachers on MTSS and SEL learning and integration.

Parental Involvement and Family Engagement (LCFF Priority 3)**Introduction**

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit: ¹

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.
- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

Instructions

This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-Making

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified. The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):
 - 1 – Exploration and Research
 - 2 – Beginning Development
 - 3 – Initial Implementation
 - 4 – Full Implementation
 - 5 – Full Implementation and Sustainability
4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.
5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Building Relationships	1	2	3	4	5
1. Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.					5
2. Rate the LEA's progress in creating welcoming environments for all families in the community.					5
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.					5
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.					5

Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.

This year we we have a bilingual Parent and Community Engagement Coordinator. This position allows for our school and families to build relationships within our community. Based on our surveys given to our families, staff, and students we have added additional meetings with parents such as Coffee with Admin, Parent Check ins, Parent College; these are added to our regular PAC/PTF, and ELAC committee gatherings. In addition to these meetings, we have increased the quality and quantity of the communication tools with parents. Social media (Facebook, Twitter, Instagram), our weekly bilingual newsletter the Hook, Leave a Message form (bilingual), and a suggestion box. These are all located in the main office. Magnolia wide we are using the MSA mobile application for our families. We have started to use the Parent Square software which allows us to communicate to our families without any language barriers. Our traditional gatherings with parents such as Parent Orientation, Back to School Night, Fall/ Spring Parent teacher conferences, Open House, Home visits, and grade level informational meetings. Fall/ Winter, Cinco de Mayo festivals and volunteer appreciation day.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.

MSASA will be ensuring that all Educational Partners have a voice. By doing this, we aim to allow for an open door policy during our weekly Coffee with Principals and Educational Partner surveys. In addition to ensuring there is voice, we will continue to strengthen our community partnerships by continuing free breakfast and lunch to all students regardless of income status, school supply drives, and a referral network that provides mental health supports for all educational partners.

- Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.

Based on our surveys given to our families, staff, and students, we have added additional meetings with parents such as Coffee with the Principal, Parent Check-ins, and Parent College; these are added to our regular PAC/PTF, and ELAC committee gatherings. In addition to these meetings, we have increased the quality and quantity of the communication tools with parents. Social media (Facebook, Twitter), Leave a Message form (bilingual), and a suggestion box. These are all located in the main office. Magnolia wide we are using the MSA mobile application for our families. We have started to use the Parent Square software, which allows us to communicate with our families without language barriers. Our traditional gatherings with parents such as Parent Orientation, Back to School Night, Fall/ Spring Parent-teacher conferences, Open House, Home visits, and grade-level informational meetings. Fall/ Winter, Cinco de Mayo festivals, and volunteer appreciation day.

Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Building Partnerships	1	2	3	4	5
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.				4	
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.					5
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.					5
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.				4	

Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)

- Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.

Strengths are PAC/Coffee with Principal meetings. This is an opportunity to introduce MTSS support for SEL to the parents. Parent College and third party partnerships like parenting classes through Santa Ana College and AltaMed, PBS SoCal, CHOC, StartWell, and OCDE. Grade level college counseling meetings with our parents and students for supporting and informing parents and students for a University-going culture. For example, 8th grade high school transition meetings, college signing day, FAFSA meetings. As we establish our parent outreach and provide meetings to involve all our families, building Parent attendance is a focus for us.

- Based on the analysis of educational partner input and local data, briefly describe the LEA’s focus area(s) for improvement in Building Partnerships for Student Outcomes.

At MSASA we will strive to improve our partnerships for student outcomes by making connections with our local city council, congressman, as well as local businesses to strengthen the collaboration among all our educational partners. A focus area will be our mental health/SEL supports as well as the quality of the food that is being served to our students breakfast and lunch.

- Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

At MSASA we will continue to promote our home visits so that all families' voices are heard, ideas are met, and that everybody feels included. We will also offer Parent College classes like EL classes, computer skills, and child development classes. We will continue to offer weekly Coffee with Principal sessions in English and Spanish.

Section 3: Seeking Input for Decision-Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA’s current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Seeking Input	1	2	3	4	5
9. Rate the LEA’s progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.				4	
10. Rate the LEA’s progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.				4	
11. Rate the LEA’s progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.				4	
12. Rate the LEA’s progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.				4	

Seeking Input for Decision-Making Dashboard Narrative Boxes (Limited to 3,000 characters)

- Based on the analysis of educational partner input and local data, briefly describe the LEA’s current strengths and progress in Seeking Input for Decision-Making.

At MSASA our current strengths include partnerships with the surrounding community to support families in academic, behavioral, and social emotional success for their children, letting the parents bring up all concerns in the weekly Coffee with Principal, and sending multiple surveys home throughout the course of the year.

- Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.

We value our educational partners and are using their feedback to strengthen the upcoming school year. Schoolwide instant surveys from staff provide input for a positive and supportive school climate. Parent check-in meetings allow for decision making to become ongoing. Surveys are designed to support all academics, behavioral, and social-emotional needs of the whole child.

- Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

MSASA will improve engagement of underrepresented families by using Parent Square as an active two way tool of engagement. We will ensure that we have a Community Schools Coordinator and a Community Schools Liaison who is a reflection of our current school community.

School Climate (LCFF Priority 6)

LEAs will provide a narrative summary of the local administration and analysis of a local climate survey that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K–5, 6–8, 9–12) in a text box provided in the California School Dashboard (response limited to 3,000 characters). LEAs will have an opportunity to include differences among student groups, and for surveys that provide an overall score, such as the California Healthy Kids Survey, report the overall score for all students and student groups. This summary may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

- DATA:** Reflect on the key learnings from the survey results and share what the LEA learned.
- MEANING:** What do the disaggregated results (if applicable) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, and barriers?
- USE:** What revisions, decisions, or actions has, or will, the LEA implement in response to the results for continuous improvement purposes? Why? If you have already implemented actions, did you see the results you were seeking?

GLOWS

We are very proud of the fact that we went up in educational partner satisfaction. The one thing that was repeated over and over is the satisfaction with and love of the teachers by both the students and the families. Another success is that all teachers, admin, and staff members have participated in the MTSS Pathway Certification where we earn badges to increase our academic, behavioral, and social-emotional support of the whole child. We were recently awarded the planning grant for community schools, where we were able to bring in a Community Schools Coordinator who has greatly strengthened our outside partnerships. It is very important to us to keep building the relationships between school and home - being transparent and supportive to our teachers who in turn, are supportive of the students.

GROWS

We were recently awarded a grant to implement Community Schools. With this grant, we are able to add an additional liaison to support our Community Schools Coordinator. We hope to increase our community schools' partnerships and tie in MTSS and SEL supports.

SUGGESTIONS

Based on our annual Educational Partner surveys, our students have really enjoyed our new food vendor and we will continue to use this vendor next year as they are local, and can provide meals that are dairy free, vegetarian, as well as halal. We will also continue to strengthen our sports programs in secondary, and add sports at the elementary level.

Access to a Broad Course of Study (LCFF Priority 7)

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)

1) MSA-Santa Ana designs its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including all student groups. Core subjects (English, mathematics, social sciences, and science) and electives are offered and aligned with our charter petition and graduation requirements. As evidenced by the schoolmaster schedule, elective forms, class rosters, student schedules, and transcripts, MSA-Santa Ana strives to offer a well-rounded education to our students.

MSA-Santa Ana provides students with 4-year plans and support programs to ensure timely high school graduation. We offer credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years to ensure satisfaction with UC/CSU requirements.

2) As evidenced by our master schedule, elective forms, class rosters, student schedules, and transcripts, 100% of students have access to a broad course of study, including core subjects (English, mathematics, social sciences, and science) and electives as outlined in our charter petition.

We also provide all other academic programs and services outlined in our charter petition, certain programs, and services are dependent on student needs and interests. For example; we provide CCSS-aligned ELA and math intervention classes to all students who are in need of additional support. We provide designated and integrated ELD instruction, support, and intervention to ELs and immigrant students. We closely monitor student progress in ELA/Literacy, math, and ELD as measured by our interim assessments (MAP, IAB, etc.)

We provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests. The AP courses we have offered this year include AP US History, AP World History, AP Language & Composition, AP Stats, AP Computer Principles

All students have access to "Advisory" classes (college planning and career exploration program) and programs preparing students for college readiness, including test prep for ACT/SAT, in grades 9-12. MSA-Santa Ana offers credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years to ensure satisfaction with UC/CSU requirements. MSA-Santa Ana had a one-year cohort graduation rate of 100% last year where 100% of our graduates completed courses that satisfy the UC/CSU requirements.

3) MSA-Santa Ana provides access to a college-preparatory, STEAM-focused broad course of study for all our students.

4) MSA-Santa Ana will continue to provide access to a college-preparatory, STEAM-focused broad course of study for all our students. We will ensure that all our students graduate college and career ready.

In an effort to provide a more well-rounded education to our students, MSA-Santa Ana will strive to offer additional programs such as more elective courses aligned with career pathways, continued health and physical education, diverse arts programs, increased civics, Life Skills, and SEL programs, etc., as well as provide our students with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc. Such additional programs depend on the availability of financial and human resources. MSA-Santa Ana will make the best use of its resources to provide a well-rounded educational experience to our students.

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)

1) MSA-Santa Ana designs its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including all student groups. Core subjects (English, mathematics, social sciences, and science) and electives are offered and aligned with our charter petition and graduation requirements.

As evidenced by the schoolmaster schedule, elective forms, class rosters, student schedules, and transcripts, MSA-Santa Ana strives to offer a well-rounded education to our students.

MSA-Santa Ana provides students with 4-year plans and support programs to ensure timely high school graduation. We offer credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years to ensure satisfaction with UC/CSU requirements.

2) As evidenced by our master schedule, elective forms, class rosters, student schedules, and transcripts, 100% of students have access to a broad course of study, including core subjects (English, mathematics, social sciences, and science) and electives as outlined in our charter petition.

We also provide all other academic programs and services outlined in our charter petition, certain programs, and services are dependent on student needs and interests. For example; we provide CCSS-aligned ELA and math intervention classes to all students who are in need of additional support. We provide designated and integrated ELD instruction, support, and intervention to ELs and immigrant students. We closely monitor student progress in ELA/Literacy, math, and ELD as measured by our interim assessments (MAP, IAB, etc.)

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3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)

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MSA-Santa Ana provides students with 4-year plans and support programs to ensure timely high school graduation. We offer credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years to ensure satisfaction with UC/CSU requirements.

2) As evidenced by our master schedule, elective forms, class rosters, student schedules, and transcripts, 100% of students have access to a broad course of study, including core subjects (English, mathematics, social sciences, and science) and electives as outlined in our charter petition.

We also provide all other academic programs and services outlined in our charter petition, certain programs, and services are dependent on student needs and interests. For example; we provide CCSS-aligned ELA and math intervention classes to all students who are in need of additional support. We provide designated and integrated ELD instruction, support, and intervention to ELs and immigrant students. We closely monitor student progress in ELA/Literacy, math, and ELD as measured by our interim assessments (MAP, IAB, etc.)

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4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

1) MSA-Santa Ana designs its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including all student groups. Core subjects (English, mathematics, social sciences, and science) and electives are offered and aligned with our charter petition and graduation requirements. As evidenced by the schoolmaster schedule, elective forms, class rosters, student schedules, and transcripts, MSA-Santa Ana strives to offer a well-rounded education to our students.

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We also provide all other academic programs and services outlined in our charter petition, certain programs, and services are dependent on student needs and interests. For example; we provide CCSS-aligned ELA and math intervention classes to all students who are in need of additional support. We provide designated and integrated ELD instruction, support, and intervention to ELs and immigrant students. We closely monitor student progress in ELA/Literacy, math, and ELD as measured by our interim assessments (MAP, IAB, etc.)

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Local Performance Indicator Self-Reflection

Local Educational Agency (LEA)	Contact Name and Title	Email and Phone
Magnolia Science Academy San Diego	Gokhan Serce Regional Director and Principal	gserce@magnoliapublicschools.org (619) 644-1300

Introduction

The State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area. The approved performance standards require an LEA to:

- Annually measure its progress in meeting the requirements of the specific Local Control Funding Formula (LCFF) priority.
- Report the results as part of a non-consent item at a regularly scheduled public meeting of the local governing board/body in conjunction with the adoption of the Local Control and Accountability Plan (LCAP).
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

This Quick Guide identifies the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

Performance Standards

The performance standards for the local performance indicators are:

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

The LEA annually measures its progress in meeting the Williams settlement requirements at 100% at all of its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable; the LEA then reports the results to its local governing board at a regularly scheduled meeting and to reports to educational partners and the public through the Dashboard.

Implementation of State Academic Standards (LCFF Priority 2)

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Parent and Family Engagement (LCFF Priority 3)

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the SBE-adopted self-reflection tool for Priority 3 at the same meeting at which the LEA adopts its LCAP, and reports to educational partners and the public through the Dashboard.

School Climate (LCFF Priority 6)

The LEA administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the LEA serves (e.g., K-5, 6-8, 9-12), and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to educational partners and the public through the Dashboard.

Access to a Broad Course of Study (LCFF Priority 7)

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code (EC) for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Coordination of Services for Expelled Students – County Office of Education (COE) Only (LCFF Priority 9)

The county office of education (COE) annually measures its progress in coordinating instruction as required by California EC Section 48926; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of misassignments of teachers of ELs, total teacher misassignments, and vacant teacher positions
- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies)

Teachers	Number	Percent
Misassignments of Teachers of English Learners	N/A	N/A
Total Teacher Misassignments	N/A	N/A
Vacant Teacher Positions	N/A	N/A

Access to Instructional Materials	Number	Percent
Students Without Access to Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home	0	0

Facility Conditions	Number
Identified Instances Where Facilities Do Not Meet The "Good Repair" Standard (Including Deficiencies and Extreme Deficiencies)	0

Implementation of State Academic Standards (LCFF Priority 2)

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				4	
ELD (Aligned to ELA Standards)				4	
Mathematics – Common Core State Standards for Mathematics				4	
Next Generation Science Standards				4	
History-Social Science				4	

2. Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards				4	
History-Social Science				4	

3. Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				4	
ELD (Aligned to ELA Standards)				4	
Mathematics – Common Core State Standards for Mathematics				4	
Next Generation Science Standards				4	
History-Social Science				4	

Other Adopted Academic Standards

4. Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Career Technical Education			3		
Health Education Content Standards			3		
Physical Education Model Content Standards					5
Visual and Performing Arts					5
World Language					5

Support for Teachers and Administrators**5. Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).**

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole				4	
Identifying the professional learning needs of individual teachers				4	
Providing support for teachers on the standards they have not yet mastered				4	

Optional Narrative (Limited to 1,500 characters)**6. Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.**

MSA-San Diego ensures all curricula and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) We provide services to ELs by proficiency level and ELD instruction is aligned to the CA ELD standards and framework. ELs have access to core and supplemental ELD instructional materials; teachers attend PDs whose focus is on ELD standards. Our teachers participate in at least 18 hours of professional development per year. PD includes the areas of Common Core ELA/Literacy, math, ELD Standards and integration of ELD standards into content areas, and training in strategies to support ELs with common core ELA/ELD and math curricula. While the primary focus has mostly been on the ELA/Literacy, math, and ELD over the past few years, MSA-San Diego has also provided PD and supported our teachers on NGSS, History-Social Science, Physical Education, Visual and Performing Arts, MTSS, SEL and Personalized PD.

Parental Involvement and Family Engagement (LCFF Priority 3)**Introduction**

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit: ¹

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.
- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

Instructions

This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-Making

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified. The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):
 - 1 – Exploration and Research
 - 2 – Beginning Development
 - 3 – Initial Implementation
 - 4 – Full Implementation
 - 5 – Full Implementation and Sustainability
4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.
5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Building Relationships	1	2	3	4	5
1. Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.					5
2. Rate the LEA's progress in creating welcoming environments for all families in the community.					5
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.				4	
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.					5

Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)

- Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.

MSA-San Diego builds trusting and respectful relationships with parents through activities/events, including Summer Welcome Back Picnic, Student/Parent Orientation, Back to School Night, home visits, parent dinner nights and student led conferences to promote parental participation in programs. Administrators greet all students and parents in the mornings during student drop off and have an open door policy welcoming all parents. Our staff connects with families through home visits, learning about students' outside interests, families, and home routines, and then using that information to connect in meaningful, individualized ways that can have huge rewards in helping to create happier, healthier, and smarter kids. The school uses home visits as one of the important features of its education program to improve student and school performance. The School holds periodic meetings to gather input from our families. These meetings include PAC/PTF meetings, ELAC Meetings, and parent workshops.

- Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.

The school conducts a family and student experience survey with specific questions on the sense of safety and school connectedness, school culture and climate, and other areas of school improvement. Overall feedback was confirming that we have strong relationship between school staff and families. Based on the survey results and educational partner input school will offer more parent workshops to help them provide meaningful support for their students both academically and social emotionally.

- Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.

The school staff connects with families through home visits, learning about students' outside interests, families, and home routines, and then using that information to connect in meaningful, individualized ways that can have huge

rewards in helping to create happier, healthier, and smarter kids. The school uses home visits as one of the important features of its education program to improve student and school performance. The School holds periodic meetings to gather input from our families. These meetings include PAC/PTF meetings, ELAC Meetings, and parent workshops.

Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Building Partnerships	1	2	3	4	5
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.				4	
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.				4	
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.				4	
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.				4	

Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)

- Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.

MSA-San Diego staff is trained on MTSS expectations and school culture model during summer inservice. As part of our program, MSA-San Diego supports student learning through multi tiered support systems , parent meetings, online tools shared by teachers on a weekly basis, weekly newsletters and voice messages and grade level specific communications. Also student specific feedback and resources given to parents during home visits, student-led conferences and parent meetings.

MSA San Diego's communication system Parent Square keeps parents and staff in constant communications through multiple mediums such as texts, private messages and voicemail. Parent Square has also broken language barriers between staff and families through its automatic language translation. Finally our teachers use Kickboard positive behavior point system and Infinite Campus SIS to share student success and progress both academically and socially-emotionally on a daily basis.

- Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.

The school conducts a family and student experience survey with specific questions on Climate of Academic Learning and Knowledge and Fairness of Discipline, Rules and Norms. 94 % of the families shared that they are in

favor of the academic learning opportunities and outcomes and 93% of the families shared that they are in favor of the systems in place when it comes to social emotional learning and behavior support systems.

- Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

MSA San Diego’s communication system Parent Square keeps parents and staff in constant communications through multiple mediums such as texts, private messages and voicemail. Parent Square has also broken language barriers between staff and families through its automatic language translation. Teachers offer in person and virtual meetings to accommodate parents so that all the parents are actively involved in their students education.

Section 3: Seeking Input for Decision-Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA’s current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Seeking Input	1	2	3	4	5
9. Rate the LEA’s progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.				4	
10. Rate the LEA’s progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.				4	
11. Rate the LEA’s progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.				4	
12. Rate the LEA’s progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.				4	

Seeking Input for Decision-Making Dashboard Narrative Boxes (Limited to 3,000 characters)

- Based on the analysis of educational partner input and local data, briefly describe the LEA’s current strengths and progress in Seeking Input for Decision-Making.

MSA-San Diego holds periodic meetings to gather input from our families. These meetings include PAC/PTF meetings, MTSS meetings, ELAC Meetings, and Community meetings. During these meetings parents have the opportunity to review the school’s draft budget, MTSS plan, LCAP, WASC, Health and Wellness plan, Safety plan and provide input for our administration team. The school also conducts a family and student experience survey with specific questions on the sense of safety and school connectedness, school culture and climate, and other areas of school improvement.

- Based on the analysis of educational partner input and local data, briefly describe the LEA’s focus area(s) for improvement in Seeking Input for Decision-Making.

Based on the survey results educational partners confirm that they are part of the decision making process through surveys and various meeting.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

All the families are offered translation services and virtual/in person meeting accommodations to ensure that they are part of the decision making process. The school shares all the resources through the student/ parent handbook and weekly communications.

School Climate (LCFF Priority 6)

LEAs will provide a narrative summary of the local administration and analysis of a local climate survey that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K–5, 6– 8, 9–12) in a text box provided in the California School Dashboard (response limited to 3,000 characters). LEAs will have an opportunity to include differences among student groups, and for surveys that provide an overall score, such as the California Healthy Kids Survey, report the overall score for all students and student groups. This summary may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

1. **DATA:** Reflect on the key learnings from the survey results and share what the LEA learned.
2. **MEANING:** What do the disaggregated results (if applicable) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, and barriers?
3. **USE:** What revisions, decisions, or actions has, or will, the LEA implement in response to the results for continuous improvement purposes? Why? If you have already implemented actions, did you see the results you were seeking?

MSA-San Diego annually conducts the CORE Districts survey instruments to students in grades 6-8, analyzes survey results such as participation rates and average approval rates for each topic and question on the survey, documents our findings (e.g., greatest progress and needs, comparisons with the prior year and CORE district results) and shares the results and findings with our stakeholders during LCAP information , feedback meetings and regular board meetings. MSA-San Diego disaggregates the results by grade and student group and also uses open-ended questions to further understand students' perceptions. MSA-San Diego strives to improve our students' perceptions of school safety and connectedness.

In 2022-23, 96 % of our students participated in the survey. The student approval rates appear to remain the same. However, our overall satisfaction rate went up 2 percentage points to 80%. There has been a concerted effort in supporting our students' social-emotional wellbeing through weekly SSR lessons, daily advisory ZOR lessons, as well as explicitly teaching students the values we share in our character education initiative we call the WIZARD way. One of our goals for our students is to provide a learning environment where students learn skills to become independent learners. Based on student survey results the highest approval rates are "overall school experience " 80% favorable and "Climate of Support for Academic Learning" 76% favorable. These results attest that we are on the right path focusing the whole child. It is also a reflection of MSA San Diego leadership's guidance, coaching and efforts to adjust to the educational landscape that had many changes.

Access to a Broad Course of Study (LCFF Priority 7)

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)

MSA-San Diego designs its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including all student groups. Core subjects (English, mathematics, social sciences, and science) and electives are offered aligned with our charter petition. As evidenced by the school master schedule, elective forms, class rosters, student schedules and transcripts, MSA-San Diego strives to offer a well-rounded education to all of our students.

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)

As evidenced by our master schedule, elective forms, class rosters, student schedules and transcripts, 100% of students have access to a broad course of study, including core subjects (English, mathematics, social sciences, and science) and electives as outlined in our charter petition.

We also provide all other academic programs and services outlined in our charter petition, certain programs and services being dependent on student need and interest. For example; we provide CCSS aligned ELA and math intervention classes to all students who are in need of additional support. We also offer honors math classes in each grade.

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)

MSA-San Diego provides access to a college-preparatory, STEAM focused broad course of study for all of our the students.

4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

MSA-San Diego will continue to provide access to a college-preparatory, STEAM focused broad course of study for all our students. We will ensure that all our students are equipped with necessary tools to graduate college and become career ready.

In an effort to provide more well-rounded education to our students, MSA-San Diego will strive to offer additional programs such as more elective courses aligned with career pathways, continued health and physical education, diverse arts programs, study Skills, and SEL programs, etc., as well as provide our students with experiential learning opportunities, including but not limited to, instructional field trips, community service programs, clubs, etc. Such additional programs depend on the availability of financial and human resources. MSA-San Diego will make the best use of its resources to provide a well-rounded education experience to all of our students.

Coversheet

Academic Updates

Section: IV. Information/Discussion Items
Item: B. Academic Updates
Purpose: Discuss
Submitted by:
Related Material: IV_B_Academic Updates June 2023.pdf



Agenda Item:	IV B: Information/Discussion Item
Date:	June 22, 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
RE:	Academic Updates

Action Proposed:

None

Purpose:

To inform the public and the MPS Board on the following academic topics.

- General Updates
- Graduations and Promotions
- 2022-23 NWEA MAP Spring and Growth
- College Commitments Programs Update - Dual Enrollment
- Student Attendance Data - School Climate Data- PBIS
- Summer Schools
- Summer Leadership Retreat and Symposia
- Program Updates from MPS Home Office Academic Team Members

Budget Implications:

None

Exhibits:

Academic Updates - Slide Deck in PDF Format



Regular Board Meeting

Academic Updates
June 22, 2023

Agenda



- General Updates
- Graduations and Promotions
- NWEA MAP Spring and Growth
- College Commitments Programs Update - Dual Enrollment
- Student Attendance Data - School Climate Data- PBIS
- Summer Schools
- Summer Leadership Retreat and Symposia
- Program Updates from MPS Home Office Academic Team Members

Graduations and Promotions



Achievement Data: NVVEA MAP

Fall 22 to Spring 23 Growth



	Growth		CGI	
	Math	Reading	Math	Reading
MPS	59.60%	57.0%	1.07	0.69
MSA1	57.5%	56.1%	0.87	0.66
MSA2	65.3%	64.4%	1.68	1.71
MSA3	63.1%	58.5%	2.48	1.09
MSA4	77.6%	79.1%	3.43	2.95
MSA5	68.5%	54.4%	1.83	0.96
MSA6	64.7%	68.2%	0.81	1.34
MSA7	45.0%	45.9%	-0.60	-0.34
MSA8	44.8%	49.6%	-0.44	-0.42
MSASD	59.9%	54.6%	0.56	-0.13
MSASA	66.3%	58.3%	1.73	0.99

Growth is the percentage of students who met or exceeded their individual growth targets for the year.

CGI is the Conditional Growth Index. This is an indication of how student growth compares to established national student growth norms. A score of greater than or equal to -0.2 indicates that the student(s) have grown at or above the national norm(s) for their grade level in that test.

Achievement Data: NWEA MAP GROWTH

English Learners and Students with Disabilities



Growth	English Learners		Students with Disabilities	
	Math	Reading	Math	Reading
MPS	55.5%	56.7%	60.4%	58.7%
MSA-1	50.7%	52.1%	59.6%	58.1%
MSA-2	69.1%	75.0%	83.3%	70.2%
MSA-3	58.8%	60.0%	65.6%	60.0%
MSA-4	87.5%	75.0%	76.5%	76.5%
MSA-5	70.0%	63.6%	79.2%	61.5%
MSA-6	72.7%	54.5%	60.0%	60.0%
MSA-7	37.7%	42.4%	32.4%	42.4%
MSA-8	37.3%	37.9%	50.0%	58.8%
MSA-SD	46.2%	59.3%	47.2%	50.7%
MSA-SA	61.3%	62.2%	53.1%	55.2%

Achievement Data: IXL



DISTRICT DASHBOARD

Last updated now

WE'VE ANSWERED **5,902,673** QUESTIONS THIS YEAR!

Our district on IXL:



3,611 students



260 teachers

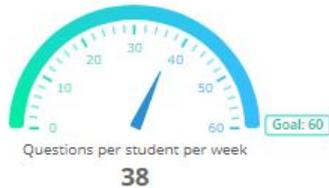


11 schools

Engagement

Skill usage

[View report >](#)



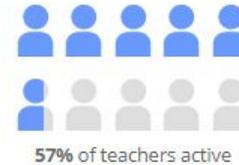
Extended learning

[View report >](#)



Teacher engagement

[View report >](#)



Skill performance

Skill proficiency

[View report >](#)



- 211,251** skills practiced
- 115,237** skills proficient SmartScore 80+
- 71,358** skills mastered SmartScore 100

Powered by BoardOnTrack

Teacher Support & Collaboration



Support and Collaboration

- Academic Team hosted 3 in-person New Teacher Training Days
- Monthly Department PLC ZOOM meetings (survey feedback below)

	Question	Sept.	Oct.	Nov.	Dec.	Feb.	Mar.	Apr.	Avg.	Change
2022-2023	Practical Strategies	4.15	4.09	4.2	3.92	4.39	4.03	3.96	4.11	0.15
	Good use of Time	4.22	3.95	4.01	3.99	4.1	3.92	3.89	4.01	0.1
	Number of responses	99	95	92	78	88	98	84	90.6	36.8

Instructional Rounds Updates



Instructional Rounds are day-Long visits to schools conducted by the Academic Team **four times a year**. A schedule is created for each visit that includes a morning leadership meeting, observation of classes, time for document review, and a debrief that highlights glows and grow trends for the school and next steps.

Highlights

- Created a culture of shared instructional leadership between schools and home office
- Visited over 450 classrooms across all 10 campuses
- Supported schools with continuous improvement via action plans and follow-up





Dual Enrollment

Dual Enrollment - *snapshot data*

- Los Angeles Valley College and Santa Ana College are our partners for facilitated courses
 - LA Harbor College, Pierce College and West LA College added for next year
- Dual Enrollment has increased 99% since 21-22 (418 to 831 seats)
- Current students have earned 2825 College Credits since Fall 2021 and **627 credits in Fall 2022**
 - 65% of students have a DE grade from Fall 2022 (data is still be entered)
- 36% of HS students enrolled in a Dual Enrollment Course this academic year
- Spring 2023 update: 443 seats of Dual Enrollment across 15 courses including:
 - Anthropology, Sociology, Digital Media, Real Estate, Broadcasting, Psychology, Ethnic Studies

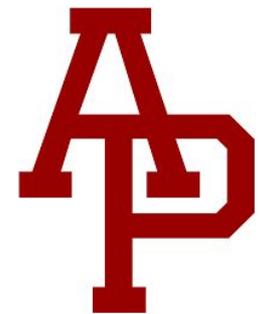
Class of 2023 College Highlights 260 seniors

Presented by Will Gray
Director of Educational Services



ORG-WIDE ACCEPTANCES

PRIVATE AND OUT-OF-STATE ACCEPTANCES

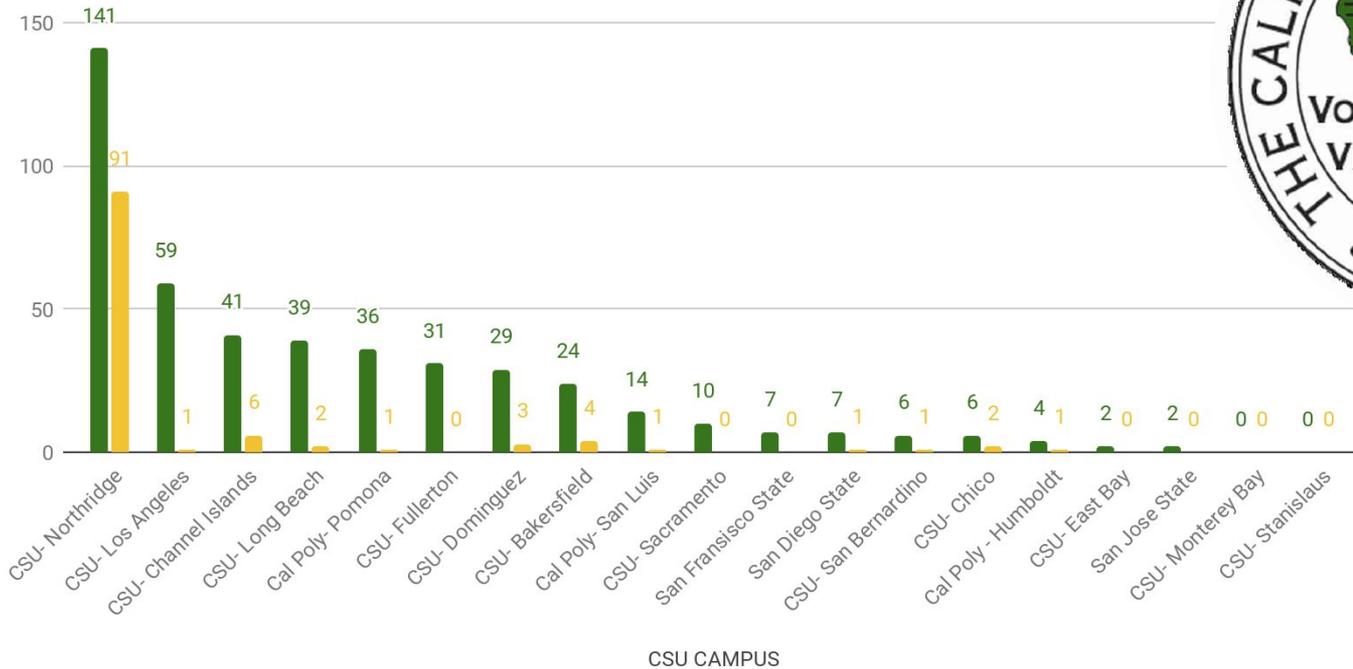


ORGWIDE UC, CSU & COMMUNITY COLLEGE COMMITMENTS

CAL STATE ACCEPTANCES AND COMMITMENTS

Accepted and Committed

Accepted Committed

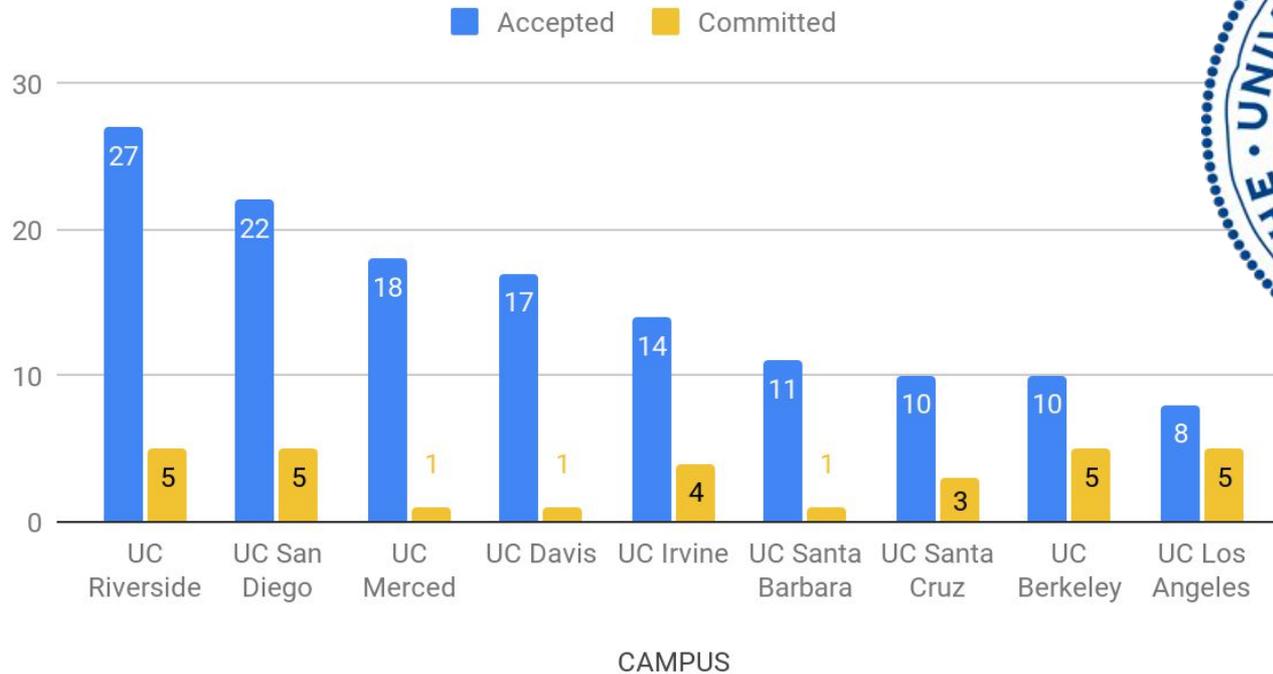


458

115

UNIVERSITY OF CALIFORNIA ACCEPTANCES AND COMMITMENTS

Accepted and Committed

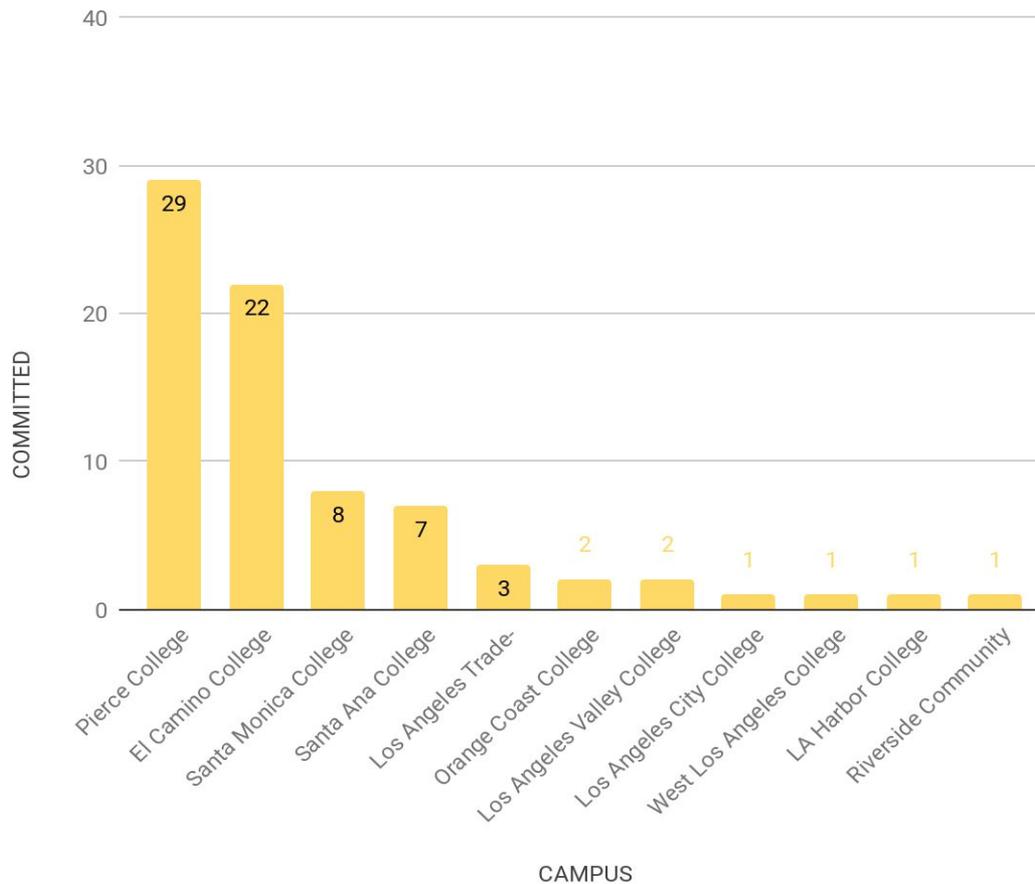


137

30

COMMUNITY COLLEGE COMMITMENTS

MPS ORGWIDE COMMUNITY COLLEGE COMMITMENTS



77

COLLEGE COMMITMENTS



30



115



77

14

Historically Black Colleges and Universities (HBCUs)	6
Private out-of-state 4 year	3
Public out-of-state 4 year	0
Private in-state 4 year	5
Private in-state 2 year	0

236 out of 260 = 90.8% college commitment rate

159 out of 260 = 61.2% 4-year college commitment rate

ALUMNI SUPPORT

Search...

MAGNOLIA 20 Years of Belonging

Home Groups Topics My Profile My Settings My Messages Port

Welcome to Magnolia Public Schools Alumni Portal

A place where you can collaborate, communicate and share

Post Poll More

Hello Will!

Sort by: Latest Posts Search this feed...

 [ErdincAcar](#) June 9, 2023 at 3:54 PM

Hello Alumni Success Coordinators,
As you see I am very excited with this portal even during the graduations week. Let's have our current graduates post one message. They can list their colleges that committed and say farewell to their classmates to the least.

Also, please update your profiles with pictures and short bio as I have done already. I know you can

HOW TO USE THIS PORT
How to Use Port
How to Use Port

Leaderboard

School Attendance



	2018-19	2019-20	2020-21	2021-22	2022-23
Average Daily Attendance (ADA) Rate (P-2 ADA)	95.50%	96.08%	97.80%	90.36%	92.50%
Chronic Absenteeism Rate	9.9%	N/A	5.2%	25.8%	28.2%

School Culture Data



	2018-19	2019-20	2020-21	2021-22	2022-23
Suspension Data Out-of-School	73	29	0	66	114
Suspension Data In-School	8	3	0	6	11
Other Means of Correction	*	*	*	*	132
Expulsion Data	3	1	0	2	1

School Culture



Each school submitted for the following recognition:

- Platinum: MSA SD
- Gold: MSA 1; MSA 2; MSA 4; MSA 5; MSA 6; MSA 7; MSA SA
- Silver: MSA 3; MSA Bell
- Bronze

Recognition will be presented on October 2023

Criteria #1 - Tiered Fidelity Inventory (3x/year)

Criteria #2 - Collect Major Office Discipline Referral (0-1, 2-5, 6+)

Criteria #3 - Review the provided literature on Equity and Mental Health

Criteria #4 - Document an Action Plan to include TFI area of need, must include who, when, etc.

Criteria #5 - Tier 2/3 intervention that is evidence based (Gold & Platinum)

Criteria #6 - Academic Impact Identifier - NWEA MAP

Criteria #7 - External Reviewer (ACER) conducts a Classroom Walkthrough (Evidence Based Practices)

Application Due on May 12, 2023



Summer Schools



- Dates: June 20 -July 28 - varying by school site
- ~90 Staff and ~1,175 Students
- ESSER III and ELOP funds
- 9 hour days with before and after school
- Learning Enrichment and Acceleration (Learning Fun/STEAM)
- Credit Recovery and Makeup
- Bridge Programs (Intro to STEAM)
- Social-Emotional Support Programs
- Day Camps, Night Camps, Field Trips
- Prioritized Groups- Homeless, Foster Youth, SPED EYS, and English Learners



MPS Summer In-Service Dates and Location

July 31 (Monday) - Leadership Summer Retreat- Day 1

Location: MSA-SD MultiPurpose Room and Classrooms

Attendees: Leadership (Principals,APs, DOA, DOS), Home Office Staff,

August 1 (Tuesday) - Leadership Summer Retreat- Day 2

Location: MSA-SD MultiPurpose Room and Classrooms

Attendees: Leadership (Principals,APs, DOA, DOS), Home Office Staff

August 2 (Wednesday)- Summer In-Service

Location: MSA- SA

Attendees: All Staff and Teachers

August 3 (Thursday)- New Teacher Training

Location: MSA-SA

Special Education & Support Services

Dr. Artis M. Callaham



Supporting Overall Academics and Student Achievement

- Gifted OLSAT/ Raven's Testing Coordination /Support to MPS Schools
- Monitoring and Support of SPED team in collaborating with General Education Teams to ensure access to accommodations, push in
- Conduct Monthly Meetings for SPED Team (PLC's)

Supporting School Sites with Special Education Compliance

- Utilize Uniform Compliance Guide for Special Education for Ongoing Guidance and Support
- Support Schools in CDE Monitoring Procedures - Developing Monitoring and Implementing State Special Education Plans
- Completing and monitoring of Self Review for Disproportionality Elements where we are Required by the CDE
- COP 3 & El Dorado Support for Obtaining, Utilizing and Reporting of Learning Loss Recovery and Alternative Dispute Resolution Grants
- Collaborating with LAUSD, LACOE, CDE and San Diego for support with School-Wide Reviews
- Weekly Office Hours and Attendance at Individual Schools' SPED Team meetings for five of the ten MPS Schools as requested
- Assisting with Hiring of Personnel and Onboarding as needed for SPED Team

School Service Provision

- Continually developing the MPS Special Education & Support Services Toolkit Centralizing SPED Support Documents and PD's
- Provide Guidance and Support to all MPS Resource Specialists and SPED Coordinators
- Attend all Authorizer and SELPA professional Development Meetings
- Design and Present Professional Development Workshops as requested for MPS School Sites
- Coordinate Responses to Complaints from Parents at the HMO Level
- Support Schools with Navigating through / Due Process, OCR or related Litigation
- Created and implemented a SPED 101 Course for Sped teachers needing intensive instruction

Supporting Student Support Services /Overall Program

- Supporting the Mental Health and Crisis Intervention Team at MPS/ for
- Recruit, Process, Place and Supervise all Counseling Interns for MPS schools (4 currently - Interviewing 2 for USC currently)
- Completing and submitting all SELPA, Authorizer and State required Reports (I.e. Personnel Data, Fiscal, ERMHS etc)
- Work with Fiscal Team to provide Documentation, Invoices, Approval as is related to SPED Orders/Program Funding Requirements
- Assist in Supporting Students with GATE Assessment and Service Provision
- Creating GATE Guidelines and Curriculum for 23-24 implementation

Special Programs Coordinator

Krystal Zavala



Supporting Overall Academics and Student Achievement

- Gifted OLSAT/Raven's Testing Coordination/Support to MPS Schools
- Monitoring and Support of Mental Health team in collaborating with General Education Teams
- Conduct Monthly Meetings for Mental Health/Psych team
- Established case review panel to support psychologist with resolving complex assessments

Supporting School Sites with Special Education Compliance and 504 Compliance

- Utilize Uniform Compliance Guide for Special Education for Ongoing Guidance and Support
- Reviewing weekly compliance data to monitor individual school's SPED compliance
- Providing all 10 schools weekly compliance monitoring data and follow up support
- Support Schools in CDE Monitoring Procedures - Developing Monitoring and Implementing State Special Education Plans
- Completing and monitoring of Self Review for Disproportionality Elements where we are Required by the CDE
- Collaborating with LAUSD, LACOE, CDE and San Diego for support with School-Wide Reviews
- Weekly Office Hours and Attendance at Individual Schools' SPED Team meetings for five of the ten MPS Schools as requested
- Assisting with Hiring of Personnel and Onboarding as needed for mental health team
- Continually developing the MPS Special Education & Support Services Toolkit Centralizing SPED Support Documents and PD's
- Provide Guidance and Support to all MPS 504 coordinators and mental health team
- Monitoring and supporting 504 compliance with all 10 schools
- Attend all Authorizer and SELPA professional Development Meetings

Supporting Student Support Services/Overall Program

- Provide Guidance and support for all MPS School Psychologists and Counseling Interns
- Work with Accountability Team to Assist Schools in Completing the Quarterly CALPADs Mergers
- Assist in Supporting Students with 504 Plans and GATE Assessment and Service Provision

Educational Services

Mr. William Gray



Supporting College Counselors and College & Career Readiness Program:

- Provide relevant, timely feedback and guidance to College Counselors
- Increase the percentage of all HS students that have met with their College Counselor, overall and by grade.
- Support expansion and improvement of Dual Enrollment partnerships and sequences
- Roll out Alumni Support Program including training and supervising new Alumni Success Coaches

Supporting new TOSAs and TOSA Program:

- Implement structure for submission, review, and revision of OrgWide Department Meeting Agendas
- Support TOSAs generation of OrgWide Departmental Instructional Assessment Goal
- Support TOSAs generation of OrgWide Departmental Cultural Events

Other Highlights:

- Every school will be in compliance with ABI 505 and Ind. Study requirements.
- Each school will be prepared for authorizer and accreditation visits including data analysis and plan-writing, document preparation, presentation preparation, and compliance with all relevant policies. Guidance/coaching will be provided to leaders to improve practices

Student Services

Mr. Jason Hernandez



Discipline Procedures

- Support for Disciplinary Matter
- Consistent Compliance with Disciplinary Documentation
- Refinement of Approaches to Discipline and Attendance matters (tiered interventions) (ex. Partnership with Youth Vaping Alternative Program Education (YVAPE))

Child Welfare & Attendance

- 62 Student Attendance Review Team (SART) meetings
- 40 Faculty Members trained Non-violent Crisis Intervention - Crisis Prevention Institute (CPI)
- Increased in participation for the SEL and Educational Partner Survey (ex. Ed Partner Survey for Students Spring 2022 92.5% vs. Spring 2023 99%)

PBIS & MTSS

- Recognition Tool Implementation (PBIS Apps or Kickboard)
- PBIS Recognition Submission of Silver or Higher
- MPS Average Tiered Fidelity Inventory (TFI) Scores: Tier 1 92%; Tier 2 80.1%; Tier 3 87.3%
- MTSS Certification

School Safety

- MPS Administration of Medication Policy
- Acquisition of EpiPens and Narcan

CIF

- [MPS CIF Guidance](#)
- Quarterly Meetings and Tournaments
- MSA I qualified for CIF membership

Mrs. Traci Lewin



Supporting Math Teachers

- Onboarded 14 new MPS math teachers
- Held one-on-one meetings for individualized support and mentoring
- Conducted demo lessons to model instructional practices for teachers
- Planned and hosted 7 monthly math department meetings (PLCs)
- 8/10 schools had a positive CGI on Spring Math MAP (Fall 2022-Spring 2023)

Math Curriculum Adoption Project

- Successfully selected HMH Into Math and Into AGA as new math materials for MPS
- Held initial training for teachers
- Submitted orders and working with HMH for delivery of materials in July 2023

Other Highlights

- Supporting school leaders
 - Conducted instructional rounds with Academic Team
 - Formative Walkthrough book study with Deans of Academics
 - Liaison visits
- Along with the Academic Team, hosted 3 in-person New Teacher Training Days
- Supported schools with the implementation of the CA MTSS Pathways Certification for schools during the 3 MPS Symposia

EL and ELA Programs

Mrs. Katie Mann



Supporting EL Programs

- 8/10 MPS Schools exceeded the state levels on the Dashboard EL Performance Indicator (ELPI)
- Completed Summative ELPAC testing of all EL students
- Estimating an approximate RFEP rate of 21% across MPS

Supporting ELA Teachers

- Onboarded 15 new ELA teachers
- Hosted 7 ELA department org-wide PLC meetings
- Held Second Annual ELA essay contest in alignment with the STEAM EXPO, with awards for Elementary, Middle, and High Schools.
- 7/10 schools had a positive CGI on Spring Math MAP (Fall 2022-Spring 2023)

Other Highlights

- Supporting school leaders
 - Conducting instructional rounds with Academic Team
 - Formative Walkthrough book study
 - Liaison visits and meetings with MSA-2, MSA-6, MSA-SA, and MSA-SD
- Along with the Academic Team, hosted 3 in-person New Teacher Training Days
- Supported schools with the implementation of the CA MTSS Pathways Certification for schools during the 3 MPS Symposia.

Extended Learning Opportunities Programs

Mr. Andross Milteer



Supporting ELOP Programs

- Planning and hosting ELOP monthly meetings
- Provided monthly Average Daily Attendance(ADA) progress reports to all 10 schools
- Worked with After-school providers and principals of internal programs to increase the ADA
- Worked with schools to update Magnolia wide clubs tracker
- Eligible schools completed 30 days of non-instructional time

Supporting

- Hosted professional development/training for internal expanded learning staff
- Performed site observations for all schools to improve quality of programming
- Along with MSA Santa Ana Secondary administration, provided support in applying for the ASSETS/21st Century grant
- Supported MSA-2, 4 and 6 in applying for the ESSER III Summer Grant
- Supported Think Together and MSA-1 and 3 in renewing ASES grant

Other Highlights

- Monthly administrative meetings with Think Together regional leadership where they provide updates to attendance, staff personnel, and challenges and highlights
- MSA-6 began partnership with Think Together in November 2022 to provide after-school services to 20 students
- MSA-5 started ASES After-school program in February 2023

Program Updates

Mrs. Jenny Obuchi



Summer School Programs

- 8 out of 10 schools starting in June
- 2 out of 10 schools starting July 3rd
- Estimated Teacher count: 70
- Projected average student count: 104 students; total 1035

SMAA (School-wide Medical Administrative Activities) / LEA BOP (Billing Option Program)

- 22-23
 - Q4 112 Participants; 43 people set to be surveyed
- 22-23 Compliance (85% to stay in program)
 - Q4 97%
- Reimbursements
 - 21-22 Q3 - \$30k
 - 21-22 Q4 - \$20k

MTSS

- 396 Total # of participants to date
- 185 people did not opt in to receive the stipend
- 12 people opted out between November to March
- November- 226 people received stipend
- February- 61 people received stipend
- May- 94 people received stipend

Other Highlights

-



Questions or Comments ?

Coversheet

Appointment of 2023-24 MPS Board Officers

Section: V. Action Items
Item: A. Appointment of 2023-24 MPS Board Officers
Purpose: Vote
Submitted by:
Related Material: V_A_Appointment of 2023-24 MPS Board Officers.pdf



Agenda Item:	V A: Action Item
Date:	June 22, 2023
To:	Magnolia Educational & Research Foundation dba Magnolia Public Schools (“MPS”) Board of Directors (the “Board”)
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead(s):	Alfredo Rubalcava, CEO & Superintendent
RE:	Appointment of 2023-24 MPS Board Officers

Action Proposed:

I move that the board appoint _____ to serve as the MPS Board Chair, _____ as the MPS Vice-Chair and _____ as MPS Board Secretary beginning June 23, 2023.

Background:

Every year in June, MPS approves the annual appointment of the Board Chair, Board Vice-Chair and Board Secretary. For 2022-23 Board appointments were as followed: Mekan Muhammedov, Board Chair; Sandra Covarrubias, Board Vice-Chair; Jennifer Lara, Board Secretary.

Given that this item did not go to the Nominating/Governance Committee for review and recommendation, the board shall discuss their nominations and create the motion at this meeting.

Budget Implications:

This action has no budget implications.

Coversheet

Approval of Local Control and Accountability Plans (LCAP) for All MPS

Section: V. Action Items
Item: B. Approval of Local Control and Accountability Plans (LCAP) for All MPS
Purpose: Vote
Submitted by:
Related Material: V_B_LCAP Approval for MPS.pdf

Agenda Item:	V B: Action Item
Date:	June 22, 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 the Local Control and Accountability Plans (LCAP) for All MPS

1. Action Proposed:

I move that the Board approve the Local Control and Accountability Plans (LCAP) for all Magnolia Public Schools (MPS).

2. Purpose:

Board approval of LCAP is a requirement for LEAs as described in the Ed Code.

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.

LCAP Public Hearing

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.

MPS held a public hearing for our LCAPs and a public hearing for the school budgets at the regular meeting of the Board on June 8, 2023. For the public hearing, the draft LCAPs were uploaded to the school websites under Accountability for easy public access. The invitation to the public hearing was shared with educational partners via our ParentSquare messaging system as well as how the public could share their feedback. The public hearing for the school budgets led by the finance department took place after the public hearing for the LCAPs.

Local Indicators, LCAP Adoption, and Budget Adoption

Besides the public hearing requirement for the LCAP and the budget, the LCAP adoption process also requires adoption of the LCAP at the same meeting as the budget adoption, LCAP before the budget, as well as sharing of the local indicators with the board and the public at the same meeting. Therefore, the June 22, 2023, Board agenda includes one information item, i.e., the local indicators, and two approval items, i.e., the LCAP and the budget.

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 were shared with the PAC and ELAC and their feedback was sought.

The finalized LCAPs are attached for the Board's approval.

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 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 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. LCAP for each Magnolia Science Academy

LCFF Budget Overview for Parents

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

CDS Code: 19-10199-6119945

School Year: 2023-24

LEA contact information:

Brad Plonka

Principal

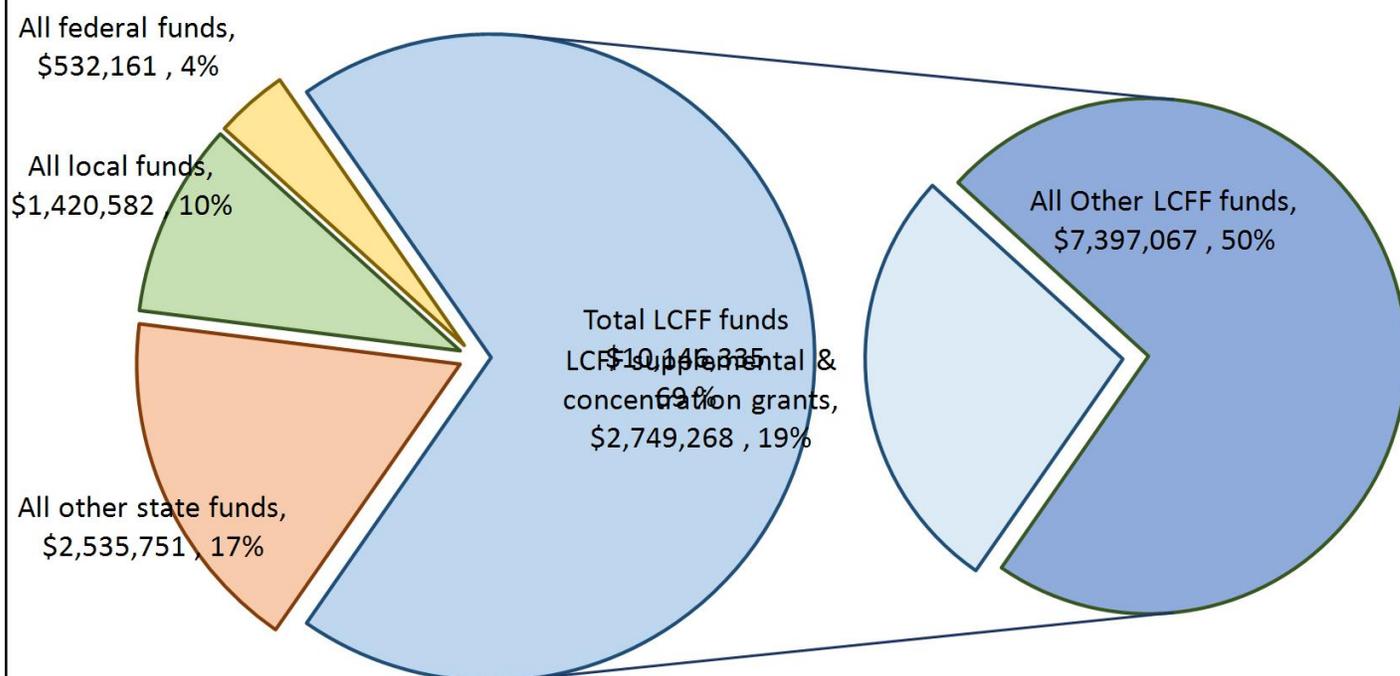
bplonka@magnoliapublicschools.org

(818) 609-0507

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

Budget Overview for the 2023-24 School Year

Projected Revenue by Fund Source

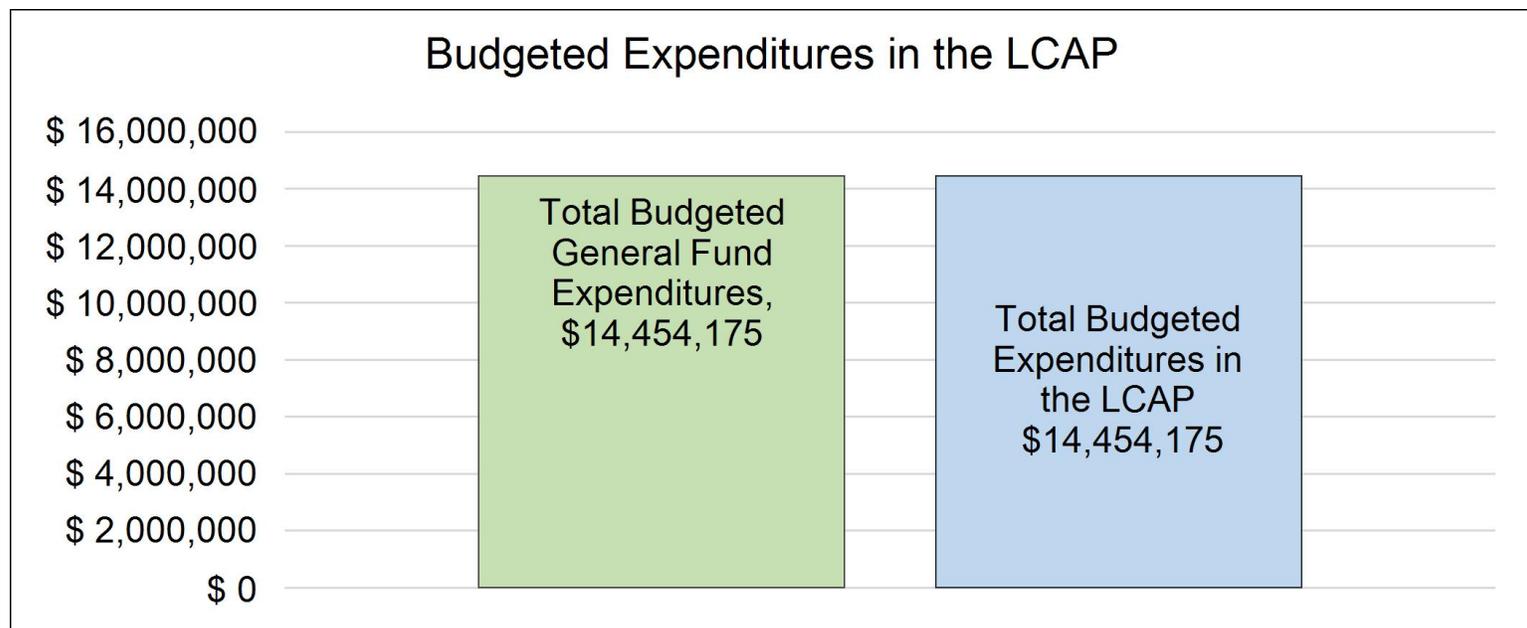


This chart shows the total general purpose revenue Magnolia Science Academy-1 expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Magnolia Science Academy-1 is \$14,634,829, of which \$10,146,335 is Local Control Funding Formula (LCFF), \$2,535,751 is other state funds, \$1,420,582 is local funds, and \$532,161 is federal funds. Of the \$10,146,335 in LCFF Funds, \$2,749,268 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Magnolia Science Academy-1 plans to spend for 2023-24. It shows how much of the total is tied to planned actions and services in the LCAP.

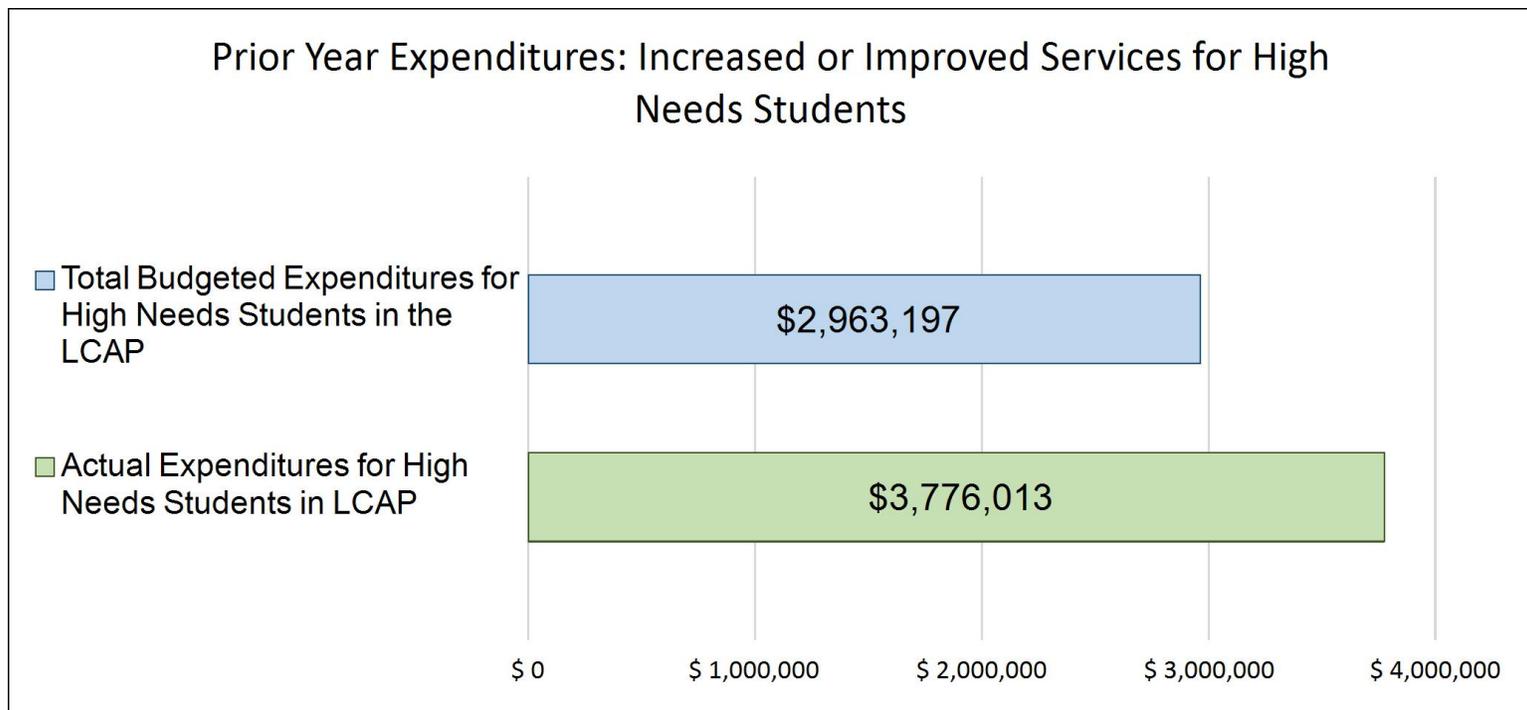
The text description of the above chart is as follows: Magnolia Science Academy-1 plans to spend \$14,454,175 for the 2023-24 school year. Of that amount, \$14,454,175 is tied to actions/services in the LCAP and \$0 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Increased or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year

In 2023-24, Magnolia Science Academy-1 is projecting it will receive \$2,749,268 based on the enrollment of foster youth, English learner, and low-income students. Magnolia Science Academy-1 must describe how it intends to increase or improve services for high needs students in the LCAP. Magnolia Science Academy-1 plans to spend \$2,474,650 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2022-23



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

The text description of the above chart is as follows: In 2022-23, Magnolia Science Academy-1's LCAP budgeted \$2,963,197 for planned actions to increase or improve services for high needs students. Magnolia Science Academy-1 actually spent \$3,776,013 for actions to increase or improve services for high needs students in 2022-23.

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 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 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 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 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 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 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 educational partners 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	\$48,000.00	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>	\$1,385,904.29	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>	\$2,695,623.61	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>	\$25,000.00	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>	\$1,477,475.76	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

The school allocated additional resources to upgrade the technology for the staff, recognizing that their current computers are outdated. Additionally, the decision to transition from using Chromebooks to iPads for student use. This investment aims to provide a technology refresh, ensuring that both staff and students have access to more modern and versatile devices.

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) 48%		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: 69.23% • Hispanic: 33.07% • White: 69.23% <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: 47.07% • English Learners: 8.25% • Students with Disabilities: 20.00% 		<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: 45.05% White: 53.85% <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: 56.1% English Learners: 52.1% Students with Disabilities: 58.1% Hispanic: 56.1% White: 40.0% 		2023-24: <ul style="list-style-type: none"> All Students: 60.0% English Learners: 60.0% Socioeconomically Disadvantaged: 60.0% Students with Disabilities: 60.0% Asian: 70.0% Hispanic: 60.0% White: 60.0%
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: 38.46% Hispanic: 11.72% White: 46.15% <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: 18.27% English Learners: 0.88% Students with Disabilities: 4.92% Hispanic: 16.89% White: 21.43% 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
	<p>points below standard</p> <ul style="list-style-type: none"> 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% 	<p>points below standard</p> <ul style="list-style-type: none"> Students with Disabilities: 158.6 points below standard Hispanic: 107.8 points below standard White: 37.4 points above standard 		<p>points below standard</p> <ul style="list-style-type: none"> 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: 57.5% English Learners: 50.7% 		<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: 59.6% Hispanic: 56.9% White: 53.3% 		<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	\$3,216,375.35	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: \$1,157 • Health & Welfare Benefits: Resource: Title I, Part A: Amount: \$14,377 • OASDI/Medicare: Resource: Title I, Part A: Amount: \$3,355 • STRS: Resource: Title I, Part A; Amount \$44,191 • Teacher Salaries: Resource: Title I, Part A; Amount: \$227,099 		
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	\$79,722.50	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 IV, Part A ESEA; Amount: \$4,500 • Professional development expenses: Resource: Title II; Amount: \$15,000 • Tuition reimbursement for professional development: Resource: Title II, Part A; Amount: \$18,062 • Teacher Salaries expenses: Resource: Title II; Amount: \$1,200 • 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</p>	\$668,739.24	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>(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>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: \$82,450 • Unemployment Insurance: Resource: Title I, Part A; Amount: \$475 • Health & Welfare Benefits: Resource: Title I, Part A; Amount: \$7,189 • OASDI/Medicare: Resource: Title I, Part A; Amount: \$1,378 • STRS: Resource: Title I, Part A; Amount: \$18,148 • Certificated Admin: Resource: Title I, Part A; Amount: \$4,000 • Teacher Salaries: Resource: Title I, Part A; Amount: \$91,018 • Educational Software: Resource: Title IV: Amount \$3,180 		
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	\$207,661.47	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>EL student progress in program implementation according to our EL Master Plan. Charter School teachers will provide instruction using designated and integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support, 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: \$89,739 		
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	\$1,512,212.10	No

Action #	Title	Description	Total Funds	Contributing
		<p>services to provide each scholar with a Free and Appropriate Public Education in their least restrictive and most accessible learning environment. Students with disabilities dually identified as EL will have ELD goals in their IEPs 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:</p> <ul style="list-style-type: none"> Professional Services: Resource: Title IV, Part A ESEA; Amount: \$8,000 		

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

The planned expenditures for 2.1 fell approximately \$700,000 below the budgeted amount. This variance is primarily attributed to the school site's challenges filling all the budgeted positions. The prevailing teaching shortage compelled the school to hire teachers with permits and substitute teachers, resulting in reduced costs compared to the budgeted allocations.

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

The actual expenditure for 2.4 was below the planned budgeted amount by approximately \$110,000. This variation is attributed to the school site's utilization of alternative resources to cover the salary and benefits of the EL Coordinator.

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: 67.61% <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: 19.18% <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 I, Part A; Amount: \$500 	\$168,136.12	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. Furthermore, Charter School will design and implement engineering-</p>	\$13,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>related courses and activities, such as AP Computer Science Principles, Code.org activities, Project Lead the Way (PLTW) programs, Robotics, etc. Gifted and talented students and students achieving above grade level will be engaged in all classes as teachers differentiate curriculum through adjustments of content through depth, complexity, and pacing. Emphasis will be on innovation, critical thinking, and logical reasoning. Learners will be challenged to investigate, 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 I, 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>	\$383,582.66	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: \$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 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: \$25,000 	\$417,581.17	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>	\$807,433.50	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> <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 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 through Goal 3 Action 4: There are 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

The projected expenses for 3.5 exceeded the budget by around \$130,000. This variance was primarily attributed to the expansion of our CIF and middle school sports programs, which necessitated costs for facility rentals and transportation to off-site locations due to the facilities on our school premises not being sufficient for competition. Moreover, the school made a concerted effort to offer more field trips to students, with a particular emphasis on college and university visits.

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>	\$361,259.64	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: \$40 • 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>	\$669,875.93	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: 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 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>	\$236,923.09	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

The school surpassed the budget for 4.5 by roughly \$100,000. This increase in expenditure was an intended step towards enhancing community engagement as the school strives to become a more integrated community institution. It involved hiring a Community Schools Coordinator and organizing numerous resources and events to benefit the community.

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)
\$2,749,268	\$339,747.23

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
37.72%	0.00%	\$0.00	37.72%

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

Most 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 influencing 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 engagement, and technology will be kept current. Students will be given opportunities to expand their literacy, computational, and communication skills with digital media; they will write advanced essays, conduct internet research, collect data, present ideas, and draw 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 effective in the current school year and will continue 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, English Learner Advisory Committee (ELAC) meetings, Coffee with the Principal meetings, and Board of Directors meetings. Parents on our PTF 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, 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 educational partner 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 educational partner 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 educational partner surveys in Goal 4: Action 4.

- Goal 4: Action 4: Annual educational partner 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. educational partner 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 educational partners 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 educational partners 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 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. 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 educational partners, 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, English Learner Advisory Committee (ELAC) meetings, Coffee with the Principal meetings, and Board of Directors meetings. Parents on our PTF 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, 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 educational partner surveys

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

survey results to identify the greatest progress and needs in order to inform our next steps. 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 educational partners, 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 has allocated the funds to expand the staff responsible for providing direct services to students on the school campus. This includes adding the following positions: Resource Specialist, English Learner Coordinator, and Intervention Teacher. These roles aim to enhance the support available to our students.

Similarly to the previous year, MSA-1 intends to utilize the funds to bolster the support positions within the school further.

By adding these staff members, we aim to strengthen our ability to address the diverse needs of our student population and provide targeted support where it is most needed. This strategic allocation of funds will help create a more conducive learning environment and contribute to our student's overall growth and achievement.

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	\$9,112,581.49	\$3,112,956.47	\$78,790.00	\$2,073,678.47	\$14,378,006.43	\$8,073,114.47	\$6,304,891.96

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	\$48,000.00				\$48,000.00
1	1.2	Instructional materials and technology	All	\$1,196,604.29	\$183,500.00		\$5,800.00	\$1,385,904.29
1	1.3	Clean and safe facilities that support learning	All	\$1,518,727.88	\$893,545.00		\$283,350.73	\$2,695,623.61
1	1.4	Healthy and nutritious meals	Low Income	\$25,000.00				\$25,000.00
1	1.5	Well-orchestrated Home Office support services	All	\$1,400,225.19	\$49,391.57		\$27,859.00	\$1,477,475.76
2	2.1	Broad course of study and standards-based curriculum	All	\$2,474,374.14	\$297,950.92		\$444,050.29	\$3,216,375.35
2	2.2	Professional development for high-quality instruction	English Learners Foster Youth Low Income	\$12,188.50	\$28,772.00		\$38,762.00	\$79,722.50
2	2.3	MTSS - Academic enrichment, intervention, and student support	English Learners Foster Youth Low Income	\$167,622.14	\$139,358.34		\$361,758.76	\$668,739.24
2	2.4	Designated and integrated ELD programs	English Learners		\$117,922.47		\$89,739.00	\$207,661.47
2	2.5	Support for students with disabilities	Students with Disabilities		\$1,007,674.00		\$504,538.10	\$1,512,212.10
3	3.1	College/Career readiness programs and activities	English Learners Foster Youth Low Income	\$83,188.24	\$53,673.58		\$31,274.30	\$168,136.12
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	\$270,491.37			\$113,091.29	\$383,582.66
3	3.4	Physical education, activity, and fitness	Low Income	\$291,791.17		\$58,790.00	\$67,000.00	\$417,581.17
3	3.5	Additional programs and activities that support well-rounded education	English Learners Foster Youth Low Income	\$543,492.50	\$163,941.00	\$20,000.00	\$80,000.00	\$807,433.50
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	\$336,522.14	\$6,052.50		\$18,685.00	\$361,259.64
4	4.3	MTSS - PBIS and SEL support	English Learners Foster Youth Low Income	\$634,853.93	\$30,252.00		\$4,770.00	\$669,875.93
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	\$140,923.09			\$236,923.09

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
\$7,289,127	\$2,749,268	37.72%	0.00%	37.72%	\$2,474,649.99	0.00%	33.95 %	Total:	\$2,474,649.99
								LEA-wide Total:	\$2,474,649.99
								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	\$25,000.00	
2	2.2	Professional development for high-quality instruction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$12,188.50	
2	2.3	MTSS - Academic enrichment, intervention, and student support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$167,622.14	
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	\$83,188.24	
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	\$270,491.37	

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	\$291,791.17	
3	3.5	Additional programs and activities that support well-rounded education	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$543,492.50	
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	\$336,522.14	
4	4.3	MTSS - PBIS and SEL support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$634,853.93	
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)
\$2,521,000	\$2,963,197.00	\$3,776,013.52	(\$812,816.52)	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.4	Healthy and nutritious meals	Yes	\$20,000.00	\$5,000		
2	2.2	Professional development for high-quality instruction	Yes	\$15,189.00	\$76,284		
2	2.3	MTSS - Academic enrichment, intervention, and student support	Yes	\$363,140.00	\$838,202.19		
2	2.4	Designated and integrated ELD programs	Yes	\$110,208.00	\$89,739.00		
3	3.1	College/Career readiness programs and activities	Yes	\$107,620.00	\$258,514.99		
3	3.2	STEAM and GATE programs	Yes	\$10,000.00	\$3,000		
3	3.3	Digital literacy and citizenship programs	Yes	\$341,453.00	\$319,403.90		
3	3.4	Physical education, activity, and fitness	Yes	\$296,316.00	\$447,464.80		
3	3.5	Additional programs and activities that support well-rounded education	Yes	\$626,387.00	\$822,748.98		
4	4.1	Seeking family input for decision making	Yes				
4	4.2	Building partnerships with families for student outcomes	Yes	\$297,441.00	\$47,880.50		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
4	4.3	MTSS - PBIS and SEL support	Yes	\$675,943.00	\$461,209.30		
4	4.4	Annual educational partner surveys	Yes	\$3,500.00	\$3,500.00		
4	4.5	Community outreach and partnerships	Yes	\$96,000.00	\$403,065.86		

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)
\$6,662,870.00	\$2,521,000	0.00%	37.84%	\$3,776,013.52	0.00%	56.67%	\$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

LCFF Budget Overview for Parents

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

CDS Code: CA

School Year: 2023-24

LEA contact information:

David Garner

Principal

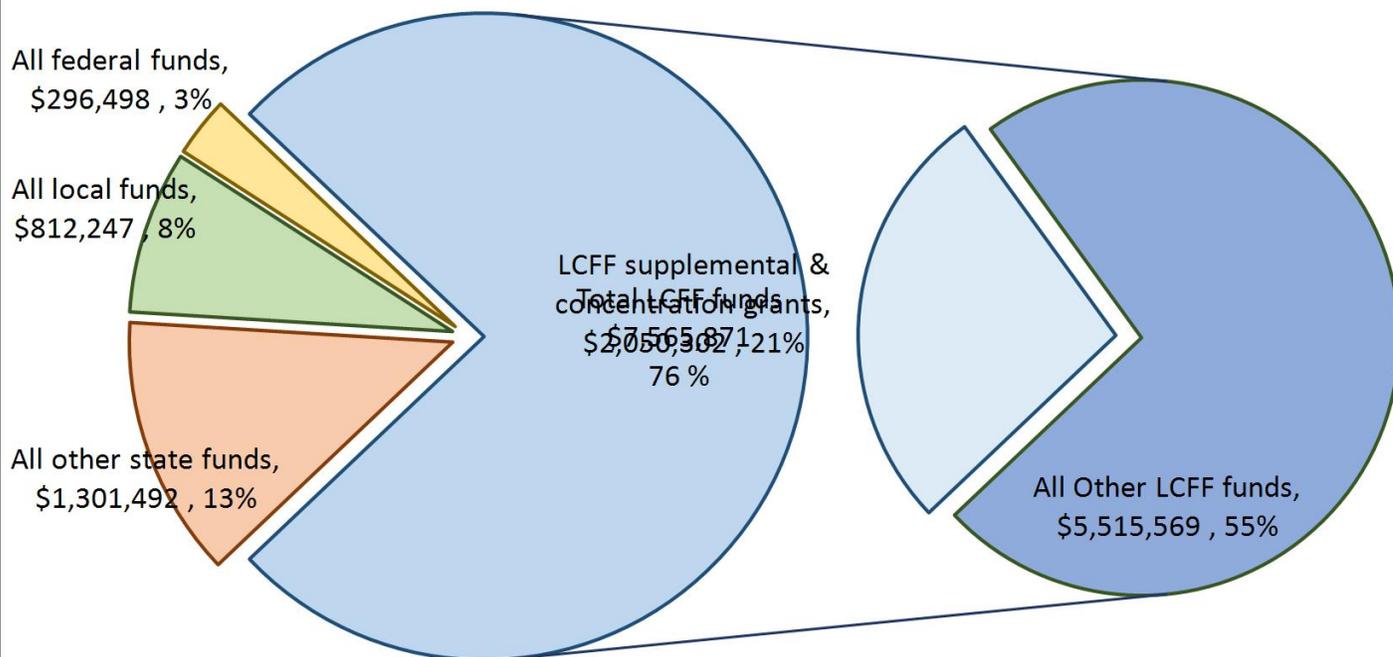
dgarner@magnoliapublicschools.org

(818) 758-0300

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

Budget Overview for the 2023-24 School Year

Projected Revenue by Fund Source

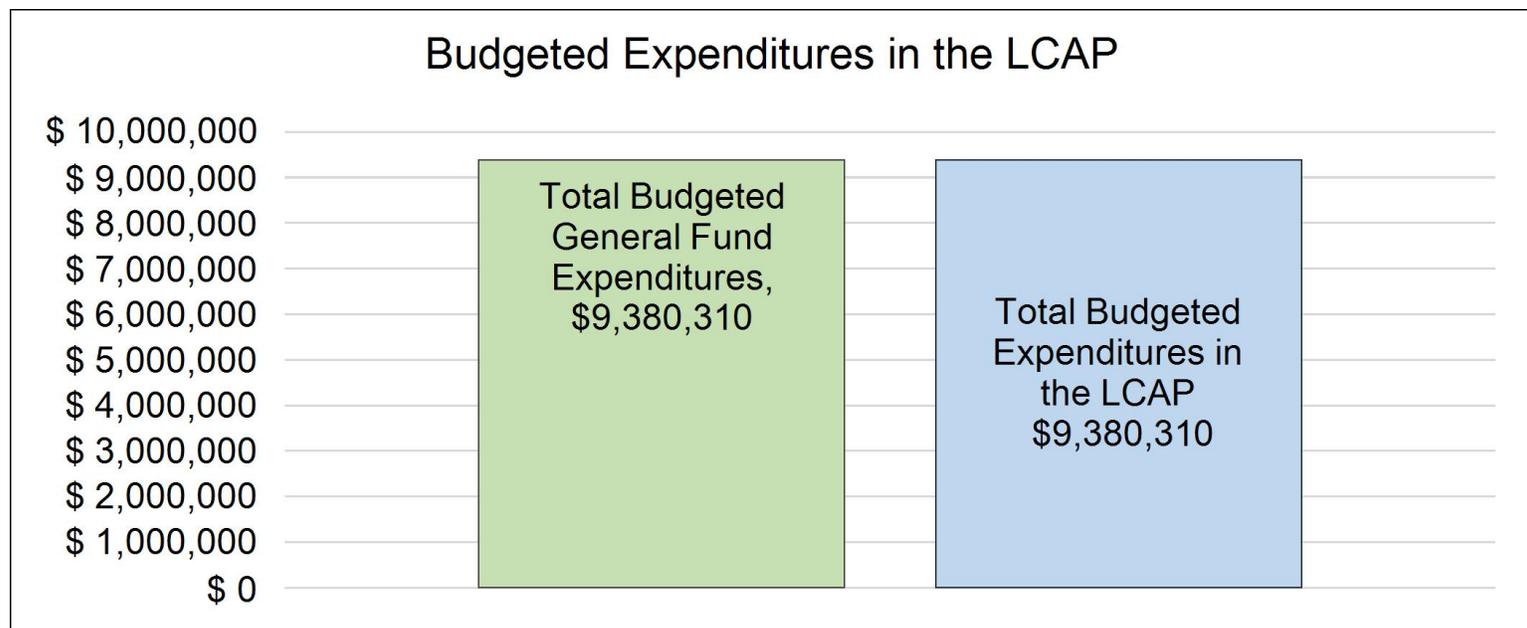


This chart shows the total general purpose revenue Magnolia Science Academy 2 expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Magnolia Science Academy 2 is \$9,976,108, of which \$7,565,871 is Local Control Funding Formula (LCFF), \$1,301,492 is other state funds, \$812,247 is local funds, and \$296,498 is federal funds. Of the \$7,565,871 in LCFF Funds, \$2,050,302 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Magnolia Science Academy 2 plans to spend for 2023-24. It shows how much of the total is tied to planned actions and services in the LCAP.

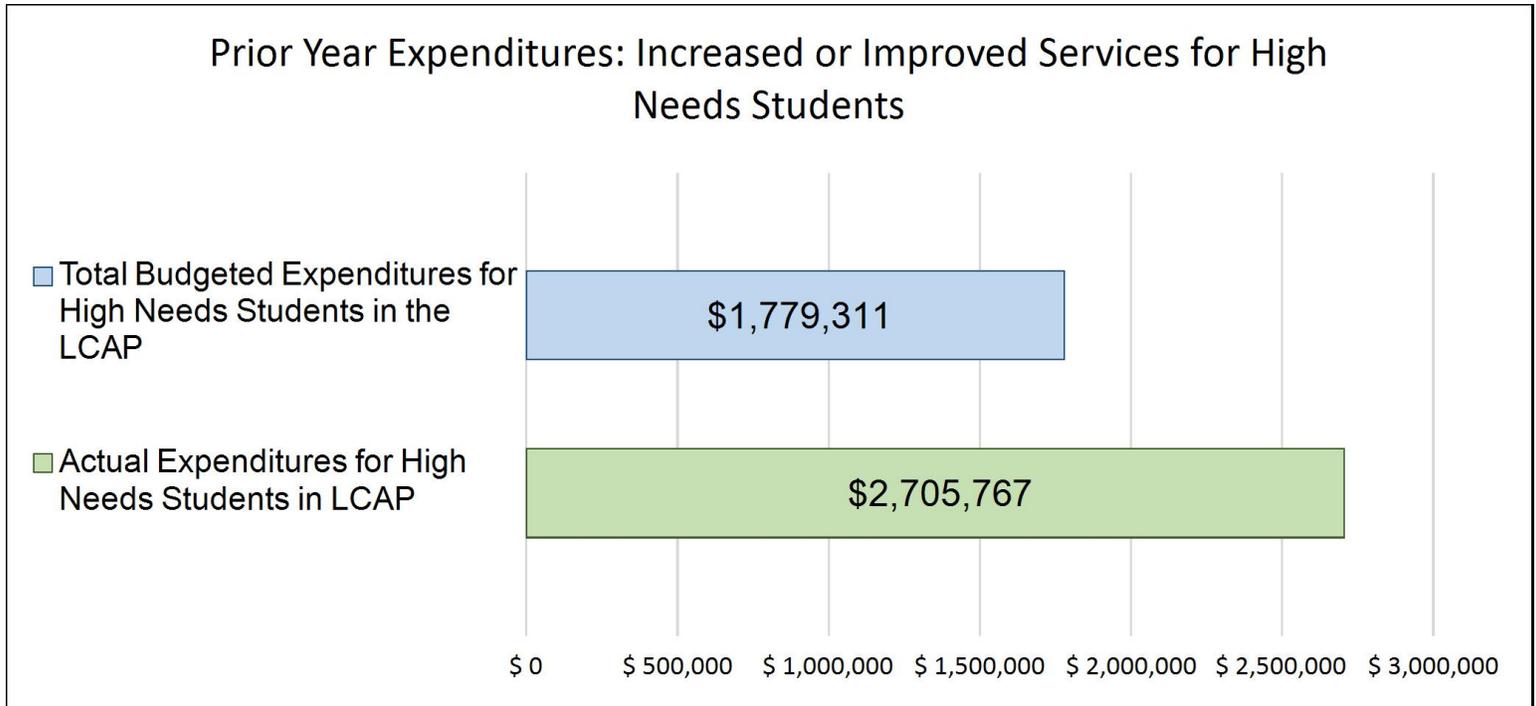
The text description of the above chart is as follows: Magnolia Science Academy 2 plans to spend \$9,380,310 for the 2023-24 school year. Of that amount, \$9,380,310 is tied to actions/services in the LCAP and \$0 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Increased or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year

In 2023-24, Magnolia Science Academy 2 is projecting it will receive \$2,050,302 based on the enrollment of foster youth, English learner, and low-income students. Magnolia Science Academy 2 must describe how it intends to increase or improve services for high needs students in the LCAP. Magnolia Science Academy 2 plans to spend \$1,369,173 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2022-23



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

The text description of the above chart is as follows: In 2022-23, Magnolia Science Academy 2's LCAP budgeted \$1,779,311 for planned actions to increase or improve services for high needs students. Magnolia Science Academy 2 actually spent \$2,705,767 for actions to increase or improve services for high needs students in 2022-23.

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 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 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 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 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 educational partners 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 educational partner 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 educational partner 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 educational partners:

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 educational partner 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 educational partner groups is systematically integrated into our school operations, programs, services, planned expenditures, and other important aspects of our educational systems.

Introduction:

Educational partner 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 educational partner 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 educational partner 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 educational partner 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 educational partner 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 educational partner 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 educational partner 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 educational partner 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 educational partner 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.

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 Educational partners:

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 educational partner 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 educational partner 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 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:

- 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	\$30,878.00	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>		
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>	\$600,350.04	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"> • Technology: Resource: Title IV, Part A ESEA (ESSA); Amount: \$22,909 		
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>	\$784,234.15	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>	\$39,000.00	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>	\$1,377,322.76	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: 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 evidenced 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) 64%		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"> • Hispanic: 34.08% • White: 58.34% <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: 42.52% • English Learners: 5.26% • Students with Disabilities: 18.64% • Hispanic: 41.25% 		<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"> White: 53.33% <p>IAB ELA Level 3 and 4 Projection (5/12/23):</p> <ul style="list-style-type: none"> All Students: 46.63% 		
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: 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 below standard 	<p>CAASPP-ELA/Literacy assessments were waived during the 2019-20 and 2020-21 school years. Hence, the 2021 Dashboard data is not available.</p> <p>We have used the Measures of Academic Progress (MAP)-Reading assessment to measure the percentage of students meeting their growth projections from Fall 2021 to Spring 2022.</p> <p>Fall 2021 to Spring 2022 MAP Reading - Percent Met Growth Projection:</p> <ul style="list-style-type: none"> All Students: 67.3% 	<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 Hispanic: 39.4 points below 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 below standard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<ul style="list-style-type: none"> White: 26.2 points above standard 	<ul style="list-style-type: none"> English Learners: 69.6% Students with Disabilities: 67.6% Hispanic: 66.1% White: 88.2% 	<ul style="list-style-type: none"> White: 16.4 points above 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: 64.4% English Learners: 75.00% Students with Disabilities: 70.2% Hispanic: 65.4% White: 42.1% 		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 assessments (Source: CDE DataQuest)	2018-19: <ul style="list-style-type: none"> All Students: 27.87% English Learners: 5.13% 	CAASPP-Mathematics assessments were waived during the 2019-20 and 2020-21 school years.	2021-22: <ul style="list-style-type: none"> All Students: 21.76% English Learners: 6.00% 		2022-23: <ul style="list-style-type: none"> All Students: 34.00% English Learners: 15.00%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<ul style="list-style-type: none"> Socioeconomically Disadvantaged: 24.80% Students with Disabilities: 15.55% Hispanic: 23.41% White: 64.71% 	<p>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% <p>IAB Math Level 3 and 4 Projection (5/13/22):</p>	<ul style="list-style-type: none"> Socioeconomically Disadvantaged: 20.79% Students with Disabilities: 12.50% Hispanic: 18.97% White: 41.67% <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: 21.18% 		<ul style="list-style-type: none"> 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
		<ul style="list-style-type: none"> All Students: 54.57% 	<ul style="list-style-type: none"> English Learners: 0.00% Students with Disabilities: 15.25% Hispanic: 19.87% White: 20.00% <p>IAB ELA Level 3 and 4 Projection (5/12/23):</p> <ul style="list-style-type: none"> All Students: 47.22% 		
<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: 60.8 points below standard English Learners: 96.8 points below standard Socioeconomically Disadvantaged: 65.6 points below standard Students with Disabilities: 	<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</p>	<p>2021-22: (2022 Dashboard)</p> <ul style="list-style-type: none"> All Students: 77.9 points below standard English Learners: 119.6 points below standard Socioeconomically Disadvantaged: 80.1 points below standard Students with Disabilities: 		<p>2022-23: (2023 Dashboard)</p> <ul style="list-style-type: none"> All Students: 54.0 points below standard English Learners: 86.0 points below standard Socioeconomically Disadvantaged: 58.0 points below standard Students with Disabilities:

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	119.6 points below standard <ul style="list-style-type: none"> Hispanic: 71.9 points below standard White: 21.8 points above standard 	Spring 2022. Fall 2021 to Spring 2022 MAP Mathematics - Percent Met Growth Projection: <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% 	107.9 points below standard <ul style="list-style-type: none"> Hispanic: 83.6 points below standard White: 23.6 points below standard 		100.0 points below standard <ul style="list-style-type: none"> Hispanic: 64.0 points below standard White: 23.0 points above standard
Percentage of students meeting their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP)	2020-21: <ul style="list-style-type: none"> All Students: 67.4% English Learners: 63.6% Socioeconomically Disadvantaged: 68.3% Students with Disabilities: 57.9% Asian: 70.8% Hispanic: 66.7% 	Fall 2021 to Spring 2022 MAP Mathematics - Percent Met Growth Projection: <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% 	Fall 2022 to Spring 2023 MAP Mathematics - Percent Met Growth Projection: <ul style="list-style-type: none"> All Students: 65.3% English Learners: 69.1% Students with Disabilities: 83.3% Hispanic: 65.7% White: 57.9% 		2023-24: <ul style="list-style-type: none"> All Students: 70.0% English Learners: 65.0% Socioeconomically Disadvantaged: 70.0% Students with Disabilities: 60.0% Asian: 70.0% Hispanic: 70.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<ul style="list-style-type: none"> White: 87.5% 				<ul style="list-style-type: none"> 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 Level 4 performance level. 2022 ELPAC Percentage of Students Level 4: 20.0%	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: 15.79%		2023-24: 15.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of students meeting or exceeding standard on the CAASPP-Science assessments (Source: CDE DataQuest)	2018-19: <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: 16.67% 		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 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.	\$2,231,300.65	No

Action #	Title	Description	Total Funds	Contributing
		<p>Expenditures associated with this action include the following: teacher salaries and benefits, principal salary and benefits, and substitute teacher expenses.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> • Teacher salary and benefits: Resource: Title I; Amount: \$184,876.73 		
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>	\$74,500.00	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"> • Professional development - other expenses: Resource: Title II; Amount: \$25,500 • Professional development - other expenses: Resource: Title IV, Part A ESEA (ESSA); Amount: \$4,500 		
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 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: Inclusion of targeted student populations in additional interventions, including Saturday School interventions, before school</p>	\$786,879.39	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>small group academic interventions, intersession academic support during Spring Break, Thanksgiving Break, Winter Break and Summer Break.</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, Standards Plus, Quizizz, Padlet, BrainPOP, NextGenMath, Grammarly, Flocabulary, Nearpod, Newsela, and myON.)</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: \$4,500 • Educational Software: Resource: Title IV, Part A ESEA (ESSA); Amount: \$6,180 • Educational Software: Resource: Title I; Amount: \$45,444 • Intervention Teacher salary and benefits: Resource: Title I; Amount: \$172,033.02 • Cert. Administrative salary (resource 1300): Resource: Title I; Amount: \$12,000 		
2.4	Designated and integrated ELD programs	Charter School will provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan. Charter School teachers will provide instruction using designated and integrated ELD instructional strategies as outlined in	\$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	\$992,453.98	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: 65.29% <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
<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: 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: 44.68% <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>	\$137,036.92	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>	\$121,649.14	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>	\$266,444.04	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.	\$558,495.49	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>	\$598,095.77	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: \$12,105 		
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>	\$446,166.34	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"> • Non-Instructional Student Supplies: Resource: Title III (Imm. Ed.); Amount: \$2,866 • Instructional Materials and Supplies: Resource: Title I; Amount: \$3,738 • Admin salary and benefits: Resource: Title I, Part A; Amount: \$42,746.65 		
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	\$2,200.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>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 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>	\$185,030.66	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.

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.

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)
\$2,050,302	\$253,329.92

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
37.64%	0.00%	\$0.00	37.64%

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, English Learner Advisory Committee (ELAC) meetings, Coffee with the Principal meetings, and Board of Directors meetings. Parents on our PTF 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 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 educational partner 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 educational partner 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 educational partner surveys in Goal 4: Action 4.

- Goal 4: Action 4: Annual educational partner 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. Educational partner 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 educational partners 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 educational partners 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 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. 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 educational partners, 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, 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, English Learner Advisory Committee (ELAC) meetings, Coffee with the Principal meetings, and Board of Directors meetings. Parents on our PTF and ELAC 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 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 educational partner surveys

Charter School will annually administer school experience surveys to students, parents, and staff. Charter School will implement the CORE DISTRICTS Survey instrument to assess our educational partners' perceptions of the following school climate indicators: climate of support for academic learning; knowledge and fairness of discipline, rules and norms; safety; and sense of belonging (school connectedness). In

addition, we ask our educational partners open-ended questions about what they like the best and the least about the school and suggestions for improvement. This feedback instrument provides all staff and school leaders with valuable information about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Our staff will analyze the survey results to identify the greatest progress and needs in order to inform our next steps. 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 educational partners, 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. During the 2022-23 academic year, MSA2 kept all employees added with these additional concentration funds.

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. During the 2022-23 academic year, MSA2 kept all employees added with these additional concentration funds.

MSA-2 also hired a new SPED teacher position during this academic year in with an estimated expense of \$120,000 per year including salary and benefits. During the 2022-23 academic year, MSA2 kept all employees added with these additional concentration funds.

MSA-2 also hired a new EL paraprofessional during the 2021-22 academic year in with an estimated expense of \$60,000 per year including salary and benefits. During the 2022-23 academic year, MSA2 kept all employees added with these additional concentration funds.

MSA-2 also hired a shared social worker during the 2022-23 academic year in with an estimated expense of \$103,426 per year including salary and benefits and this position was shared with MSA4 (50% each school).

MSA-2's planned to expend the full \$194,213 budgeted amount during the 2021-22 academic year from the concentration grant add-on funds. MSA2 also planned to expend the full amount of concentration grant add-on funds during the 2022-23 academic 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	\$5,460,024.13	\$1,596,339.67	\$141,790.00	\$2,039,374.53	\$9,237,528.33	\$5,543,725.69	\$3,693,802.64

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	\$30,878.00	\$0.00	\$0.00	\$0.00	\$30,878.00
1	1.2	Instructional materials and technology	All	\$473,115.62	\$24,598.00		\$102,636.42	\$600,350.04
1	1.3	Clean and safe facilities that support learning	All	\$562,526.00			\$221,708.15	\$784,234.15
1	1.4	Healthy and nutritious meals	Low Income	\$39,000.00				\$39,000.00
1	1.5	Well-orchestrated Home Office support services	All	\$1,320,819.80	\$35,409.96		\$21,093.00	\$1,377,322.76
2	2.1	Broad course of study and standards-based curriculum	All	\$1,703,511.93	\$149,680.52		\$378,108.20	\$2,231,300.65
2	2.2	Professional development for high-quality instruction	English Learners Foster Youth Low Income	\$13,500.00	\$31,000.00		\$30,000.00	\$74,500.00
2	2.3	MTSS - Academic enrichment, intervention, and student support	English Learners Foster Youth Low Income	\$200,439.48	\$130,233.00		\$456,206.91	\$786,879.39
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		\$791,200.40		\$201,253.58	\$992,453.98
3	3.1	College/Career readiness programs and activities	English Learners Foster Youth Low Income	\$98,581.79	\$38,455.13			\$137,036.92
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				\$121,649.14	\$121,649.14
3	3.4	Physical education, activity, and fitness	Low Income	\$121,654.04		\$116,790.00	\$28,000.00	\$266,444.04
3	3.5	Additional programs and activities that support well-rounded education	English Learners Foster Youth Low Income	\$208,414.81	\$231,794.00	\$25,000.00	\$93,286.68	\$558,495.49
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	\$391,415.23			\$206,680.54	\$598,095.77
4	4.3	MTSS - PBIS and SEL support	English Learners Foster Youth Low Income	\$243,966.43	\$28,938.00		\$173,261.91	\$446,166.34
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	\$50,000.00	\$135,030.66			\$185,030.66

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
\$5,446,801	\$2,050,302	37.64%	0.00%	37.64%	\$1,369,172.78	0.00%	25.14 %	Total:	\$1,369,172.78
								LEA-wide Total:	\$1,369,172.78
								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	\$39,000.00	
2	2.2	Professional development for high-quality instruction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$13,500.00	
2	2.3	MTSS - Academic enrichment, intervention, and student support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$200,439.48	
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	\$98,581.79	
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		

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	\$121,654.04	
3	3.5	Additional programs and activities that support well-rounded education	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$208,414.81	
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	\$391,415.23	
4	4.3	MTSS - PBIS and SEL support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$243,966.43	
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	\$50,000.00	

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)
\$1,773,825	\$1,779,311.00	\$2,705,767.26	(\$926,456.26)	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.4	Healthy and nutritious meals	Yes	\$19,000.00	\$5,000.00		
2	2.2	Professional development for high-quality instruction	Yes	\$19,000.00	\$68,500.00		
2	2.3	MTSS - Academic enrichment, intervention, and student support	Yes	\$295,848.00	\$824,861.48		
2	2.4	Designated and integrated ELD programs	Yes		\$1,000.00		
3	3.1	College/Career readiness programs and activities	Yes	\$124,439.00	\$125,718.86		
3	3.2	STEAM and GATE programs	Yes	\$1.00	\$4,490.00		
3	3.3	Digital literacy and citizenship programs	Yes	\$117,094.00	\$118,830.29		
3	3.4	Physical education, activity, and fitness	Yes	\$107,264.00	\$239,839.68		
3	3.5	Additional programs and activities that support well-rounded education	Yes	\$317,331.00	\$438,619.21		
4	4.1	Seeking family input for decision making	Yes				
4	4.2	Building partnerships with families for student outcomes	Yes	\$325,469.00	\$48,225.00		

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	\$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	\$40,000.00	\$297,210.20		

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)
\$4,801,683.00	\$1,773,825	0.00%	36.94%	\$2,705,767.26	0.00%	56.35%	\$0.00	0.00%

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

LCFF Budget Overview for Parents

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

CDS Code: 19-10199-0115030

School Year: 2023-24

LEA contact information:

Zekeriya Ocel

Principal

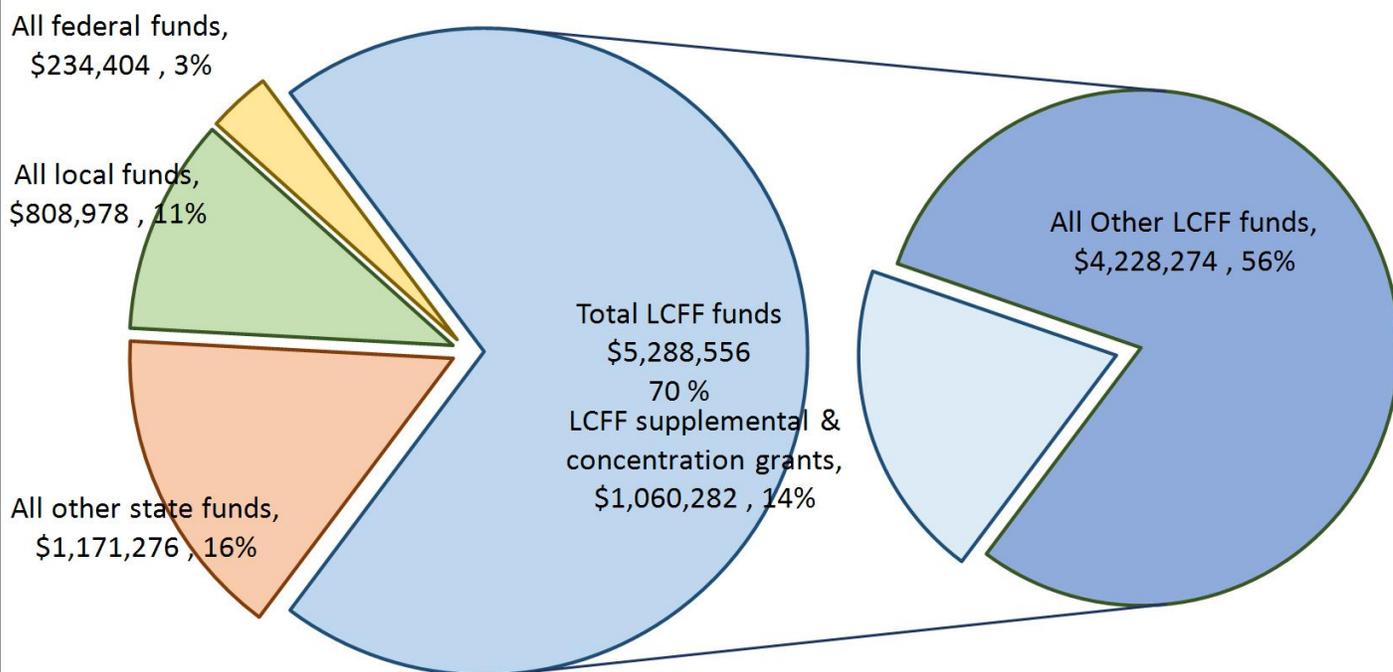
zocel@magnoliapublicschools.org

(310) 637-3806

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

Budget Overview for the 2023-24 School Year

Projected Revenue by Fund Source

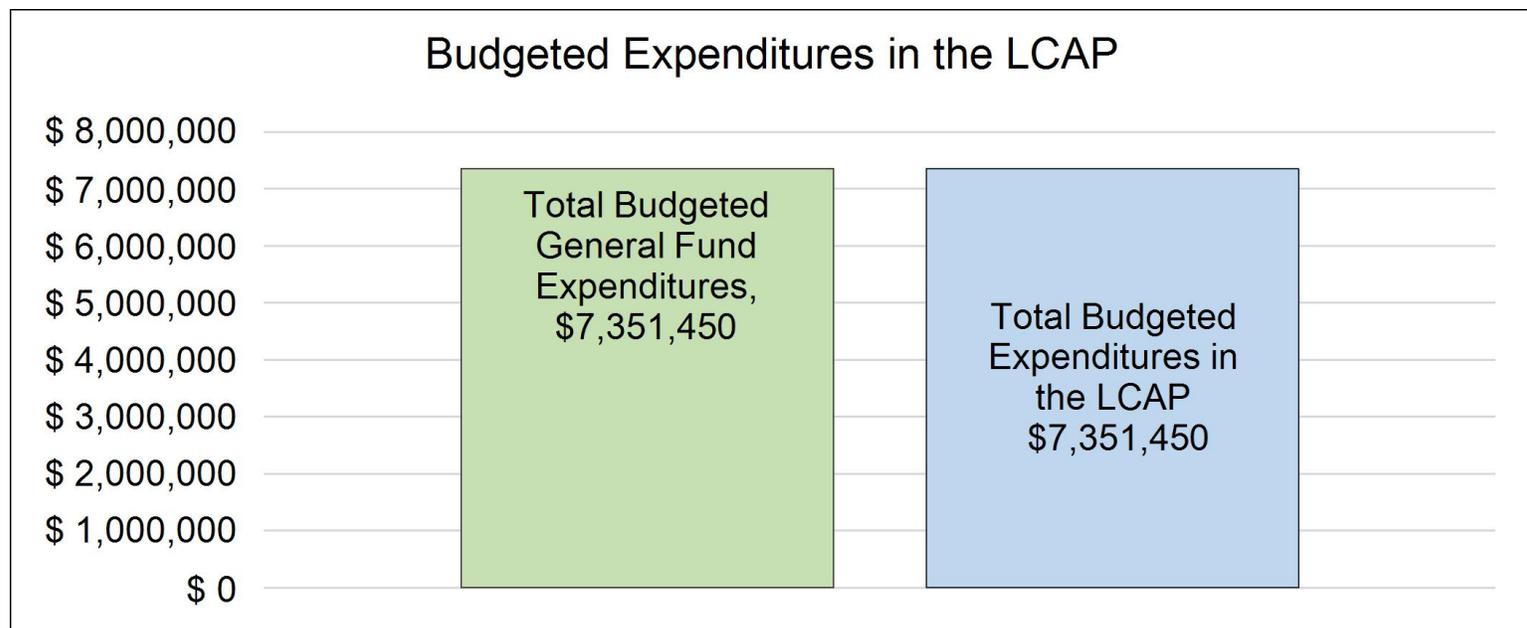


This chart shows the total general purpose revenue Magnolia Science Academy-3 expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Magnolia Science Academy-3 is \$7,503,214, of which \$5,288,556 is Local Control Funding Formula (LCFF), \$1,171,276 is other state funds, \$808,978 is local funds, and \$234,404 is federal funds. Of the \$5,288,556 in LCFF Funds, \$1,060,282 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Magnolia Science Academy-3 plans to spend for 2023-24. It shows how much of the total is tied to planned actions and services in the LCAP.

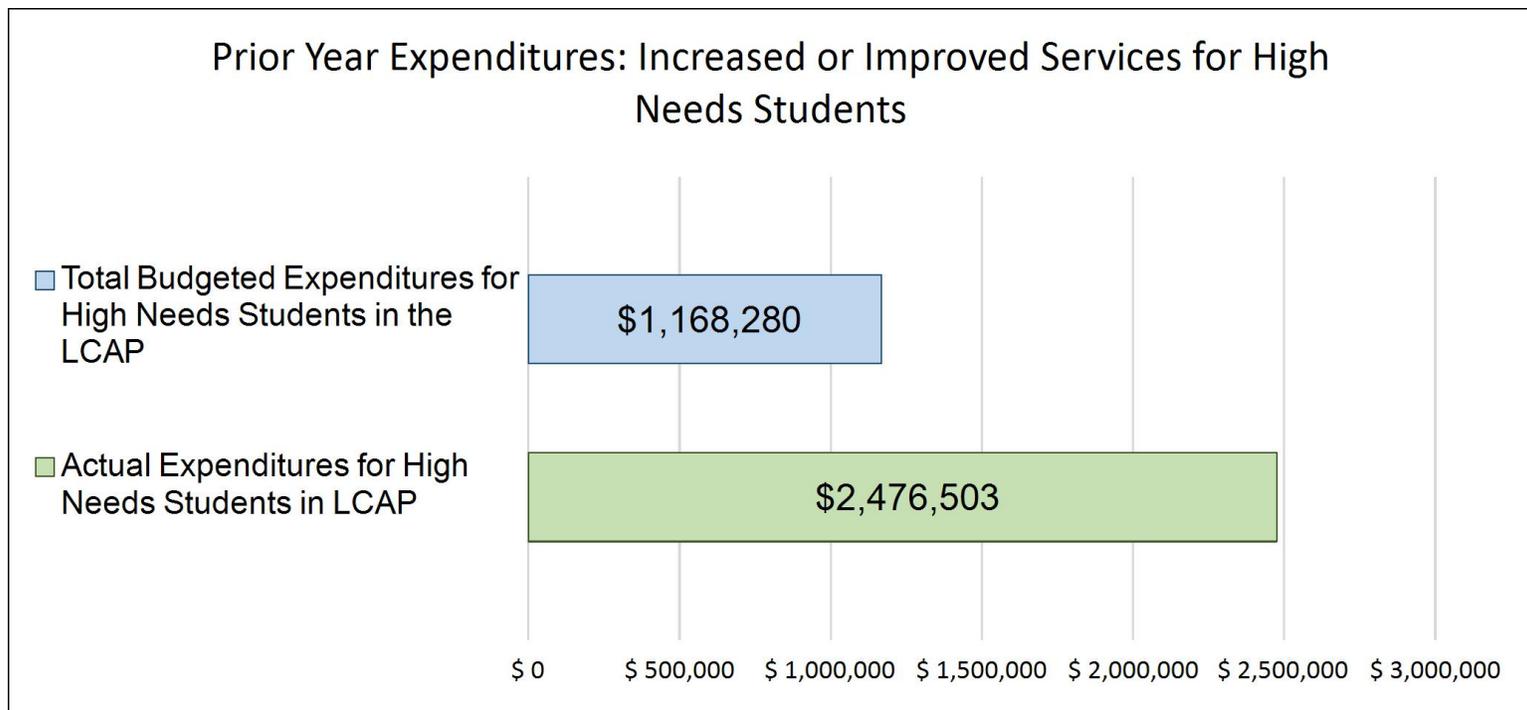
The text description of the above chart is as follows: Magnolia Science Academy-3 plans to spend \$7,351,450 for the 2023-24 school year. Of that amount, \$7,351,450 is tied to actions/services in the LCAP and \$0 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Increased or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year

In 2023-24, Magnolia Science Academy-3 is projecting it will receive \$1,060,282 based on the enrollment of foster youth, English learner, and low-income students. Magnolia Science Academy-3 must describe how it intends to increase or improve services for high needs students in the LCAP. Magnolia Science Academy-3 plans to spend \$1,562,353 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2022-23



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

The text description of the above chart is as follows: In 2022-23, Magnolia Science Academy-3's LCAP budgeted \$1,168,280 for planned actions to increase or improve services for high needs students. Magnolia Science Academy-3 actually spent \$2,476,503 for actions to increase or improve services for high needs students in 2022-23.

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 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 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	\$25,970.00	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>	\$512,011.14	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: \$963.54</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>	\$553,541.45	No

Action #	Title	Description	Total Funds	Contributing
		<p>health and safety related expenses, 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>	\$18,020.00	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>	\$1,025,797.23	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

The difference on Goal 1 Action 2 is due to more needs in the instructional materials. Due to new Science curriculum and materials needed in Science classes, these extra expenses can be attributed to actual difference. In addition, there is more depreciation expenses than planned.

Goal 1 Action 3
 Budgeted \$532,642.00
 Actual \$511,164.00

Goal 1 Action 4
 Budgeted \$12,000.00
 Actual \$17,000.00
 MSA-3 needed more office supplies than planned.

Goal 1 Action 5
 Budgeted \$918,951.00
 Actual \$1,053,044.27
 Some CMO fees, legal and oversight expenses went up. MSA-3 received some additional funding and CMO assigns additional staffing time to manage some of its oversight duties.

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"> African American: 25.3% Hispanic: 37.29% <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: 40.31% English Learners: 0.00% Students with Disabilities: 20.83% 		<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: 39.64% • White: 0.00% <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 below standard 	<p>CAASPP-ELA/Literacy assessments were waived during the 2019-20 and 2020-21 school years. Hence, the 2021 Dashboard data is not available.</p> <p>We have used the Measures of Academic Progress (MAP)-Reading assessment to measure the percentage of students meeting their growth projections from Fall 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 below standard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<ul style="list-style-type: none"> 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"> 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: 58.5% English Learners: 60.00% Students with Disabilities: 60.00% Hispanic: 56.1% White: 0.00% 		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% African American: 12.64% Hispanic: 21.85% <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: 17.35% English Learners: 14.29% Students with Disabilities: 0.00% Hispanic: 20.00% White: 0.00% <p>IAB MATH Level 3 and 4 Projection (5/12/23):</p> <ul style="list-style-type: none"> All Students: 47.41% 		
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: 89.6 points below standard English Learners: 129.5 points below standard Socioeconomically Disadvantaged: 87.1 	<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</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: 88.1 		<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: 79.0

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: 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>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>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>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
<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: 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: 63.1% English Learners: 58.8% 		<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: 65.6% Hispanic: 63.1% White: 50.00% 		<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: 17.82% 		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	\$1,854,517.40	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: Title I - \$17,151.51</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>	\$49,483.02	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: \$23,590.30 		
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, instructional aide salaries and benefits, intervention teacher salaries and benefits, teacher stipends for after school, Saturday school, and summer school, NWEA MAP testing fees, and evidence-based supplemental intervention/enrichment program fees (IXL, MyON, BrainPOP, Flocabulary, Nearpod, and myON.)</p>	\$555,439.49	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>The following expenditures will be funded by federal Title funds: Teacher salaries and benefits Title I; Amount: \$70,725.88 Teacher aide salary and benefits ESSER III -Learning Loss : \$74,034.80 Summer School- ESSER III- Summer Grant: \$71,261.75</p> <ul style="list-style-type: none"> • Educational Software Resource: Title IV, part A: \$3,370.80 		
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>	\$228,035.72	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: Sped services IDEA SPED- \$49, 867.70 Counseling Service Title IV, Part A ESEA \$8,480</p>	\$936,555.54	No

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 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

Due to new hires in August, MSA-3 needed to allocate more funding for Goal 2 Action 2 to hire highly qualified staff. Due to staffing shortage and market rates, MSA-3 had to offer bonuses to hire highly qualified staff.

Goal 2 Action 3

Budgeted \$659,508.00

Actual \$572,911.54

Due to enrollment numbers, MSA-3 did not hire one more aide that was planned when budgeted.

Goal 2 Action 4

Budgeted \$196,501.00

Actual \$117,072.65

We have had less unemployment insurance and Health/Welfare benefits than planned.

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: 44.68% <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
<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: 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: 34.04% <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, college application and financial aid submission. Charter School will provide students with opportunities to take Advanced Placement (AP)/college 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: \$3,122.62 AP Exam College Board Resource: Title IV Part A; Amount: \$3,180.00</p>	\$137,929.47	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</p>		Yes

Action #	Title	Description	Total Funds	Contributing
		<p>NGSS integration, all our students will learn about engineering design, technology, and applications of science as part of their core classes. Furthermore, Charter School will design and implement engineering-related courses and activities, such as AP Computer Science Principles, 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>	\$103,712.72	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: \$9,078.75</p>	\$190,429.68	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,	\$457,595.22	Yes

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

Goal Analysis [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>	\$227,104.40	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: \$16,146.75 		
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>	\$349,163.39	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 Student 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; Amount: \$4,129.76 		
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>	\$1,696.00	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>	\$134,201.64	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

We have had less expenses around professional services and unemployment insurance.

Goal 4 Action 3

Budgeted \$742,305.00

Actual \$573,586.71

Admin salaries went down as two of the Dean of Academics were on leave first semester.

Goal 4 Action 4

Budgeted \$1,600.00

Actual \$1,600.00

Goal 4 Action 5

Budgeted \$140,085.00

Actual \$265,838.05

MSA-3 received CCSP grant which allowed us to hire a CSC coordinator to start the planning phase activities.

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)
\$1,060,282	\$105,030.23

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
25.48%	0.00%	\$0.00	25.48%

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, 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

A portion 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, 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, 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, English Learner Advisory Committee (ELAC) meetings, Coffee with the Principal meetings, and Board of Directors meetings. Parents on our PTF 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, 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 educational partner 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 educational partner 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 educational partner surveys in Goal 4: Action 4.

- Goal 4: Action 4: Annual educational partner 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. Educational partner 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 educational partners 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 educational partners 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 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. 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 educational partners, 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, 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, English Learner Advisory Committee (ELAC) meetings, Coffee with the Principal meetings, and Board of Directors meetings. Parents on our PTF 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, 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 educational partner surveys

Charter School will annually administer school experience surveys to students, parents, and staff. Charter School will implement the CORE DISTRICTS Survey instrument to assess our educational partners' perceptions of the following school climate indicators: climate of support for academic learning; knowledge and fairness of discipline, rules and norms; safety; and sense of belonging (school connectedness). In

addition, we ask our educational partners open-ended questions about what they like the best and the least about the school and suggestions for improvement. This feedback instrument provides all staff and school leaders with valuable information about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Our staff will analyze the survey results to identify the greatest progress and needs in order to inform our next steps. 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 educational partners, 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 2022-23 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. MSA-3 administration faced a challenge to handle the operational tasks even after the Covid-19 ended. 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 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	\$5,502,774.80	\$1,396,021.43	\$38,697.40	\$423,709.88	\$7,361,203.51	\$4,802,250.75	\$2,558,952.76

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	\$25,970.00				\$25,970.00
1	1.2	Instructional materials and technology	All	\$479,247.60	\$31,800.00		\$963.54	\$512,011.14
1	1.3	Clean and safe facilities that support learning	All	\$553,541.45				\$553,541.45
1	1.4	Healthy and nutritious meals	Low Income Low Income	\$18,020.00				\$18,020.00
1	1.5	Well-orchestrated Home Office support services	All	\$998,616.45	\$27,180.78			\$1,025,797.23
2	2.1	Broad course of study and standards-based curriculum	All	\$1,768,759.87			\$85,757.53	\$1,854,517.40
2	2.2	Professional development for high-quality instruction	English Learners Foster Youth Low Income	\$3,201.20	\$22,691.82		\$23,590.00	\$49,483.02
2	2.3	MTSS - Academic enrichment, intervention, and student support	English Learners Foster Youth Low Income	\$289,442.01	\$46,604.25		\$219,393.23	\$555,439.49
2	2.4	Designated and integrated ELD programs	English Learners	\$122,288.28	\$105,747.44			\$228,035.72
2	2.5	Support for students with disabilities	Students with Disabilities	\$114,286.15	\$763,921.69		\$58,347.70	\$936,555.54
3	3.1	College/Career readiness programs and activities	English Learners Foster Youth Low Income	\$131,626.85			\$6,302.62	\$137,929.47

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	\$103,712.72				\$103,712.72
3	3.4	Physical education, activity, and fitness	Low Income	\$142,653.53		\$38,697.40	\$9,078.75	\$190,429.68
3	3.5	Additional programs and activities that support well-rounded education	English Learners Foster Youth Low Income	\$290,530.22	\$167,065.00			\$457,595.22
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	\$127,578.60	\$83,379.05		\$16,146.75	\$227,104.40
4	4.3	MTSS - PBIS and SEL support	English Learners Foster Youth Low Income	\$315,703.87	\$29,329.76		\$4,129.76	\$349,163.39
4	4.4	Annual stakeholder surveys	English Learners Foster Youth Low Income	\$1,696.00				\$1,696.00
4	4.5	Community outreach and partnerships	English Learners Foster Youth Low Income	\$15,900.00	\$118,301.64			\$134,201.64

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
\$4,160,533	\$1,060,282	25.48%	0.00%	25.48%	\$1,562,353.28	0.00%	37.55 %	Total:	\$1,562,353.28
								LEA-wide Total:	\$1,562,353.28
								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	\$18,020.00	
2	2.2	Professional development for high-quality instruction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,201.20	
2	2.3	MTSS - Academic enrichment, intervention, and student support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$289,442.01	
2	2.4	Designated and integrated ELD programs	Yes	LEA-wide	English Learners	All Schools	\$122,288.28	
3	3.1	College/Career readiness programs and activities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$131,626.85	
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	\$103,712.72	

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	\$142,653.53	
3	3.5	Additional programs and activities that support well-rounded education	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$290,530.22	
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	\$127,578.60	
4	4.3	MTSS - PBIS and SEL support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$315,703.87	
4	4.4	Annual stakeholder surveys	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,696.00	
4	4.5	Community outreach and partnerships	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$15,900.00	

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)
\$947,749	\$1,168,280.00	\$2,476,502.75	(\$1,308,222.75)	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	\$5,000		
2	2.2	Professional development for high-quality instruction	Yes	\$3,020.00	\$103,845.92		
2	2.3	MTSS - Academic enrichment, intervention, and student support	Yes	\$343,832.00	\$572,911.54		
2	2.4	Designated and integrated ELD programs	Yes	\$114,118.00	\$117,072.65		
3	3.1	College/Career readiness programs and activities	Yes	\$123,894.00	\$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	\$100,342.00	\$167,352.78		
3	3.5	Additional programs and activities that support well-rounded education	Yes	\$155,296.00	\$406,630.35		
4	4.1	Seeking family input for decision making	Yes				
4	4.2	Building partnerships with families for student outcomes	Yes	\$22,491.00	\$38,511.75		

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	\$566,086.71		
4	4.4	Annual stakeholder surveys	Yes	\$1,600.00	\$1,600.00		
4	4.5	Community outreach and partnerships	Yes	\$40,000.00	\$265,838.05		

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)
\$3,551,807.00	\$947,749	0.00%	26.68%	\$2,476,502.75	0.00%	69.73%	\$0.00	0.00%

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

LCFF Budget Overview for Parents

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

CDS Code: 19-64733-0117622

School Year: 2023-24

LEA contact information:

Musa Avsar

Principal

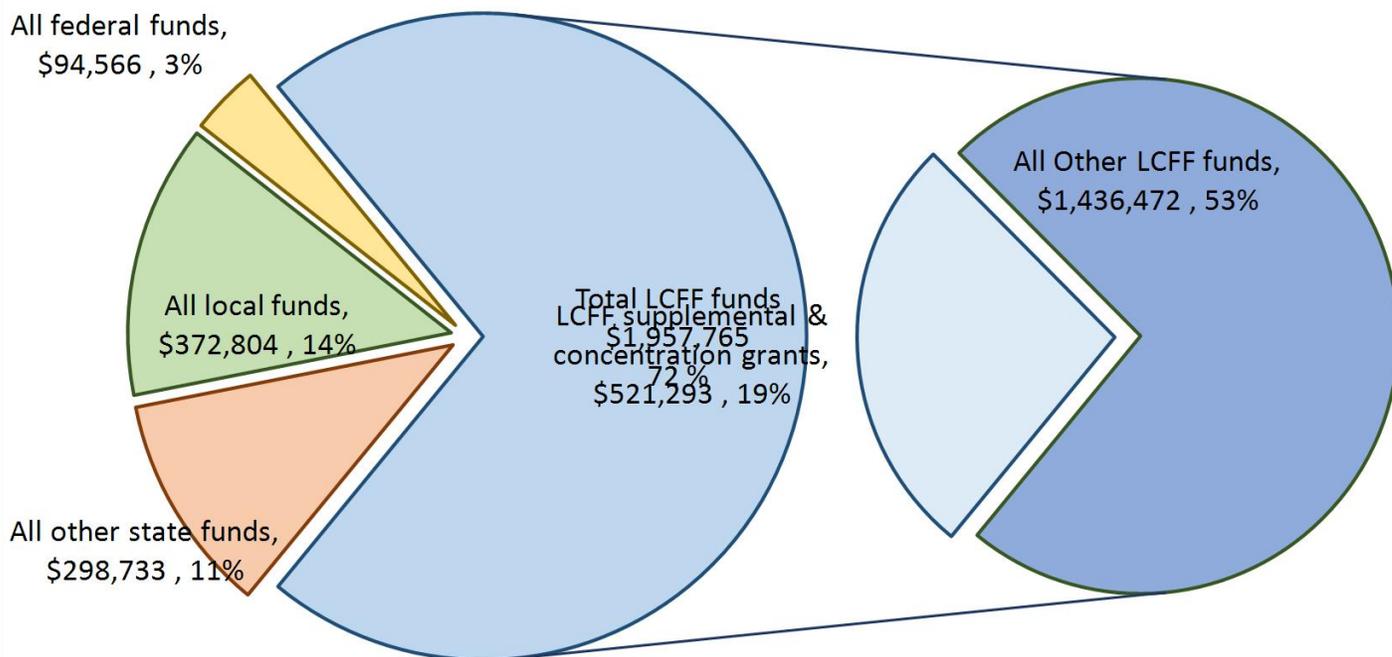
mavsar@magnoliapublicschools.org

(310) 473-2464

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

Budget Overview for the 2023-24 School Year

Projected Revenue by Fund Source

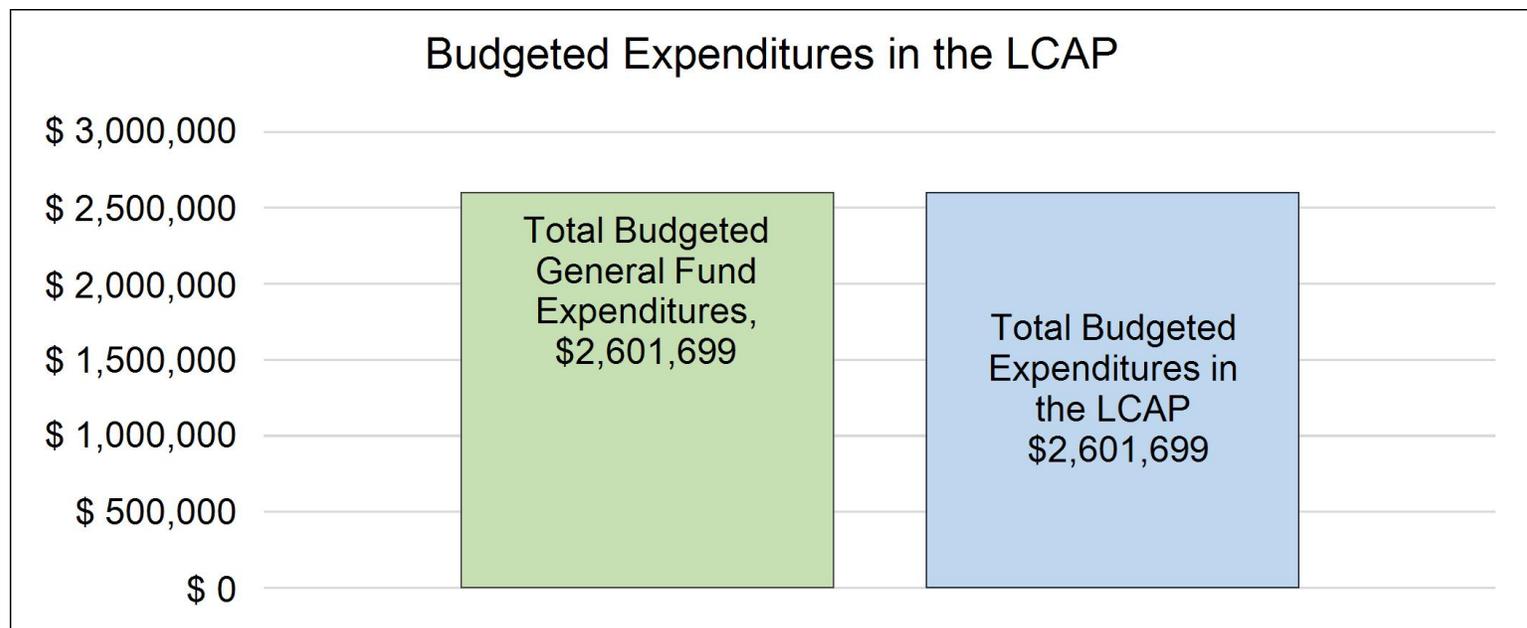


This chart shows the total general purpose revenue Magnolia Science Academy-4 expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Magnolia Science Academy-4 is \$2,723,868, of which \$1,957,765 is Local Control Funding Formula (LCFF), \$298,733 is other state funds, \$372,804 is local funds, and \$94566 is federal funds. Of the \$1,957,765 in LCFF Funds, \$521,293 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Magnolia Science Academy-4 plans to spend for 2023-24. It shows how much of the total is tied to planned actions and services in the LCAP.

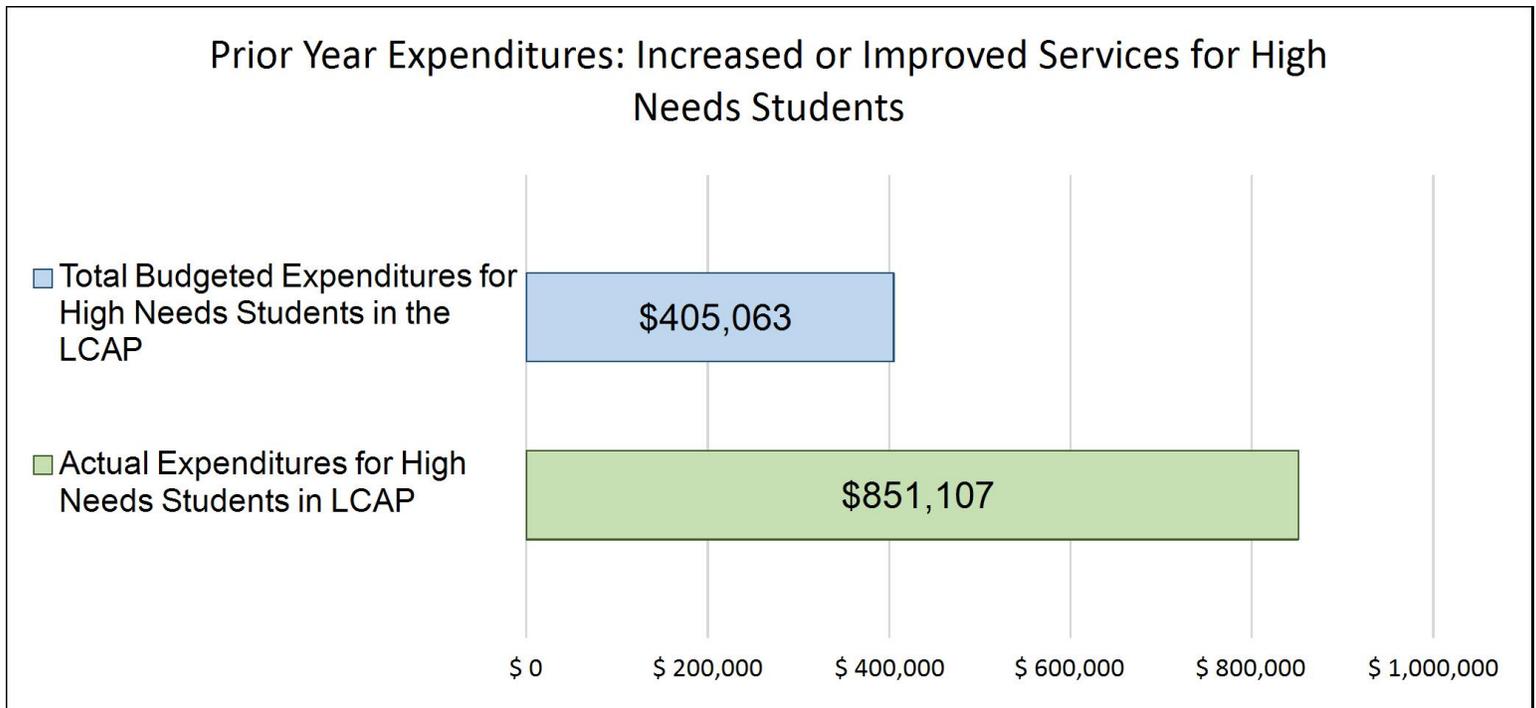
The text description of the above chart is as follows: Magnolia Science Academy-4 plans to spend \$2,601,699 for the 2023-24 school year. Of that amount, \$2,601,699 is tied to actions/services in the LCAP and \$0 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Increased or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year

In 2023-24, Magnolia Science Academy-4 is projecting it will receive \$521,293 based on the enrollment of foster youth, English learner, and low-income students. Magnolia Science Academy-4 must describe how it intends to increase or improve services for high needs students in the LCAP. Magnolia Science Academy-4 plans to spend \$350,229 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2022-23



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

The text description of the above chart is as follows: In 2022-23, Magnolia Science Academy-4's LCAP budgeted \$405,063 for planned actions to increase or improve services for high needs students. Magnolia Science Academy-4 actually spent \$851,107 for actions to increase or improve services for high needs students in 2022-23.

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 educational partners 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 educational partners 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/educational partner 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 educational partners through meetings and educational partner surveys.

PTF/PAC Feedback:

Glows:

All educational partners 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 educational partners made about MSA-4. The following are some glows that are being vocalized by all educational partners.

- 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 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, 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>	\$124,430.00	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 copier fees.</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>	\$269,493.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>services, health and safety related expenses (PPE, nursing services, etc.), insurance costs (workers compensation, CharterSAFE, etc.) , yearbook, and transportation expenses.</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
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>	\$272,752.22	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, schoolability, 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% Hispanic: 38.89% 		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% 	<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: 43.75% English Learners: 40.00% Students with Disabilities: 66.67% Hispanic: 50.00% White: 0.00% <p>IAB ELA Level 3 and 4 Projection (5/12/23):</p>		<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
			<ul style="list-style-type: none"> All Students: 51.11% 		
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 Hispanic: 63.0 points below standard 	CAASPP-ELA/Literacy assessments were waived during the 2019-20 and 2020-21 school years. Hence, the 2021 Dashboard data is not available. We have used the Measures of Academic Progress (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% English Learners: N/A 	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: * Hispanic: 41.5 points below 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 Hispanic: 55.0 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"> Students with Disabilities: 64.0% Hispanic: 65.6% White: N/A 			
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: 79.1% English Learners: 75.0% Students with Disabilities: 76.5% Hispanic: 79.7% White: 100% 		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% Students with Disabilities: 12.50% 	CAASPP-Mathematics assessments were waived during the 2019-20 and 2020-21 school years. We have used the Measures of Academic Progress (MAP)-Mathematics	2021-22: <ul style="list-style-type: none"> All Students: 25.00% Socioeconomically Disadvantaged: 19.05% Students with Disabilities: 0.00% 		2022-23: <ul style="list-style-type: none"> All Students: 15.00% Socioeconomically Disadvantaged: 17.00% Students with Disabilities: 17.00%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<ul style="list-style-type: none"> • African American: 9.09% • Hispanic: 8.51% 	<p>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"> • All Students: 38.53% 	<ul style="list-style-type: none"> • Hispanic: 16.67% <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: 18.75% • English Learners: 0.00% • Students with Disabilities: 0.00% • Hispanic: 14.29% • White: 100% 		<ul style="list-style-type: none"> • African American: 15.00% • Hispanic: 15.00%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			<p>IAB MATH Level 3 and 4 Projection (5/12/23):</p> <ul style="list-style-type: none"> All Students: 54.69% 		
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: 133.7 points below standard English Learners: 170.1 points below standard Socioeconomically Disadvantaged: 128.2 points below standard Students with Disabilities: 184.8 points below standard African American: 139.7 points below standard 	<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>Fall 2021 to Spring 2022 MAP Mathematics - Percent Met Growth Projection:</p> <ul style="list-style-type: none"> All Students: 75.7% 	<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: * African American: * Hispanic: 121.5 points below standard 		<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 below standard African American: 110.0 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: 133.6 points below standard 	<ul style="list-style-type: none"> English Learners: N/A Students with Disabilities: 84.0% Hispanic: 75.8% White: N/A 			<ul style="list-style-type: none"> Hispanic: 110.0 points below standard
Percentage of students meeting their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP)	2020-21: <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% 	Fall 2021 to Spring 2022 MAP Mathematics - Percent Met Growth Projection: <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 	Fall 2022 to Spring 2023 MAP Mathematics - Percent Met Growth Projection: <ul style="list-style-type: none"> All Students: 77.6% English Learners: 87.5% Students with Disabilities: 76.5% Hispanic: 79.7% White: 50% 		2023-24: <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%
Percentage of ELs who increased at least one English Learner Progress Indicator (ELPI) Performance Level (PL) or who maintained ELPI PL 4	2018-19: (2019 Dashboard) 28.6%	2021 Dashboard ELPI data is not available. The following are the 2022 summative ELPAC results by level.	2021-22: (2022 Dashboard) 56.3%		2022-23: (2023 Dashboard) 35.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(ELP) between prior and current year (Source: CA School Dashboard)		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% 			
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%
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% 	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% 		2022-23: <ul style="list-style-type: none"> All Students: 15.00% Socioeconomically Disadvantaged: 15.00%

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: 0.00% African American: 5.88% Hispanic: 3.39% 		<ul style="list-style-type: none"> Students with Disabilities: 0.00% Hispanic: 12.2% 		<ul style="list-style-type: none"> 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 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: \$38,694.16 	\$875,234.82	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, travel expenses, WASC visit Lodging, 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: \$5,131 	\$30,631.00	Yes

Action #	Title	Description	Total Funds	Contributing
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: \$8,000 • Admin stipends for Saturday school: Resource: Title I, Part A; Amount: \$4,105 • NWEA MAP testing fees: Resource: Title I, Part A; Amount: \$3,234,50 • Evidence-based supplemental intervention/enrichment program fees (for the programs listed in the expenditures 	\$222,798.42	Yes

Action #	Title	Description	Total Funds	Contributing
		description above): Resource: Title I, Part A; Amount: \$14,000		
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> <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 and teacher salaries and benefits, paraprofessional salaries and benefits, school psychologist salaries 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>	\$129,813.40	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: 43.75% <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
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: 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: 18.75% <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: \$15,415,55 	\$133,383.61	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: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>		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>	\$98,149.94	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	\$13,500.00	Yes

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

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>	\$123,128.84	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, 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: \$4,236.75 		
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>	\$234,379.87	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: 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 		
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</p>	\$500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>analyze the survey results to identify the greatest progress and needs in order to inform our next steps.</p> <p>Expenditures associated with this action include the following: Panorama Education survey fees.</p> <p>The following expenditures will be funded by federal Title funds:N/A</p>		
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: community school coordinator's salary and benefits, 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>	\$121,472.84	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)
\$521,293	\$62,506.15

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
39.30%	0.00%	\$0.00	39.30%

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, English Learner Advisory Committee (ELAC) meetings, Coffee with the Principal meetings, and Board of Directors meetings. Parents on our PTF 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 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 educational partner 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 educational partner 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 educational partner surveys in Goal 4: Action 4.

- Goal 4: Action 4: Annual educational partner 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. Educational partner 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 educational partners 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 educational partners 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 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. 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 educational partners, 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, English Learner Advisory Committee (ELAC) meetings, Coffee with the Principal meetings, and Board of Directors meetings. Parents on our PTF 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 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 educational partner surveys

Charter School will annually administer school experience surveys to students, parents, and staff. Charter School will implement the CORE DISTRICTS Survey instrument to assess our educational partners' perceptions of the following school climate indicators: climate of support for academic learning; knowledge and fairness of discipline, rules and norms; safety; and sense of belonging (school connectedness). In

addition, we ask our educational partners open-ended questions about what they like the best and the least about the school and suggestions for improvement. This feedback instrument provides all staff and school leaders with valuable information about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Our staff will analyze the survey results to identify the greatest progress and needs in order to inform our next steps. 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 educational partners, 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 2023-24 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	\$1,825,113.93	\$550,842.13	\$4,790.00	\$288,222.90	\$2,668,968.96	\$1,830,901.24	\$838,067.72

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	\$89,430.00	\$35,000.00			\$124,430.00
1	1.3	Clean and safe facilities that support learning	All	\$269,493.00				\$269,493.00
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	\$272,752.22				\$272,752.22
2	2.1	Broad course of study and standards-based curriculum	All	\$832,909.16	\$3,631.50		\$38,694.16	\$875,234.82
2	2.2	Professional development for high-quality instruction	English Learners Foster Youth Low Income	\$2,000.00	\$23,500.00		\$5,131.00	\$30,631.00
2	2.3	MTSS - Academic enrichment, intervention, and student support	English Learners Foster Youth Low Income	\$126,593.90	\$11,024.02		\$85,180.50	\$222,798.42
2	2.4	Designated and integrated ELD programs	English Learners					
2	2.5	Support for students with disabilities	Students with Disabilities		\$104,617.40		\$25,196.00	\$129,813.40
3	3.1	College/Career readiness programs and activities	English Learners Foster Youth Low Income	\$5,000.00	\$112,968.06		\$15,415.55	\$133,383.61
3	3.2	STEAM and GATE programs	English Learners Foster Youth	\$1.00				\$1.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
			Low Income					
3	3.3	Digital literacy and citizenship programs	English Learners Foster Youth Low Income					
3	3.4	Physical education, activity, and fitness	Low Income	\$5,000.00		\$4,790.00	\$88,359.94	\$98,149.94
3	3.5	Additional programs and activities that support well-rounded education	English Learners Foster Youth Low Income	\$13,500.00				\$13,500.00
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	\$118,292.09			\$4,836.75	\$123,128.84
4	4.3	MTSS - PBIS and SEL support	English Learners Foster Youth Low Income	\$56,342.56	\$152,628.31		\$25,409.00	\$234,379.87
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	\$14,000.00	\$107,472.84			\$121,472.84

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
\$1,326,456	\$521,293	39.30%	0.00%	39.30%	\$350,229.55	0.00%	26.40 %	Total:	\$350,229.55
								LEA-wide Total:	\$350,229.55
								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	\$2,000.00	
2	2.3	MTSS - Academic enrichment, intervention, and student support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$126,593.90	
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	\$5,000.00	
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		

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	\$13,500.00	
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	\$118,292.09	
4	4.3	MTSS - PBIS and SEL support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$56,342.56	
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	\$14,000.00	

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)
\$405,317	\$405,063.00	\$851,106.72	(\$446,043.72)	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.4	Healthy and nutritious meals	Yes	\$8,000.00	\$5,000		
2	2.2	Professional development for high-quality instruction	Yes	\$2,000.00	\$30,631.00		
2	2.3	MTSS - Academic enrichment, intervention, and student support	Yes	\$133,882.00	\$225,538.33		
2	2.4	Designated and integrated ELD programs	Yes				
3	3.1	College/Career readiness programs and activities	Yes	\$43,881.00	\$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	\$5,000.00	\$93,969.00		
3	3.5	Additional programs and activities that support well-rounded education	Yes	\$105,283.00	\$63,202.79		
4	4.1	Seeking family input for decision making	Yes				
4	4.2	Building partnerships with families for student outcomes	Yes	\$8,000.00	\$11,836.75		

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	\$93,131.97		
4	4.4	Annual stakeholder surveys	Yes	\$500.00	\$500.00		
4	4.5	Community outreach and partnerships	Yes	\$12,500.00	\$202,840.46		

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)
\$1,046,808.00	\$405,317	0.00%	38.72%	\$851,106.72	0.00%	81.30%	\$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

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Los Angeles County Office of Education

CDS Code: 19-10199-0137679

School Year: 2023-24

LEA contact information:

Ali Kaplan

Principal

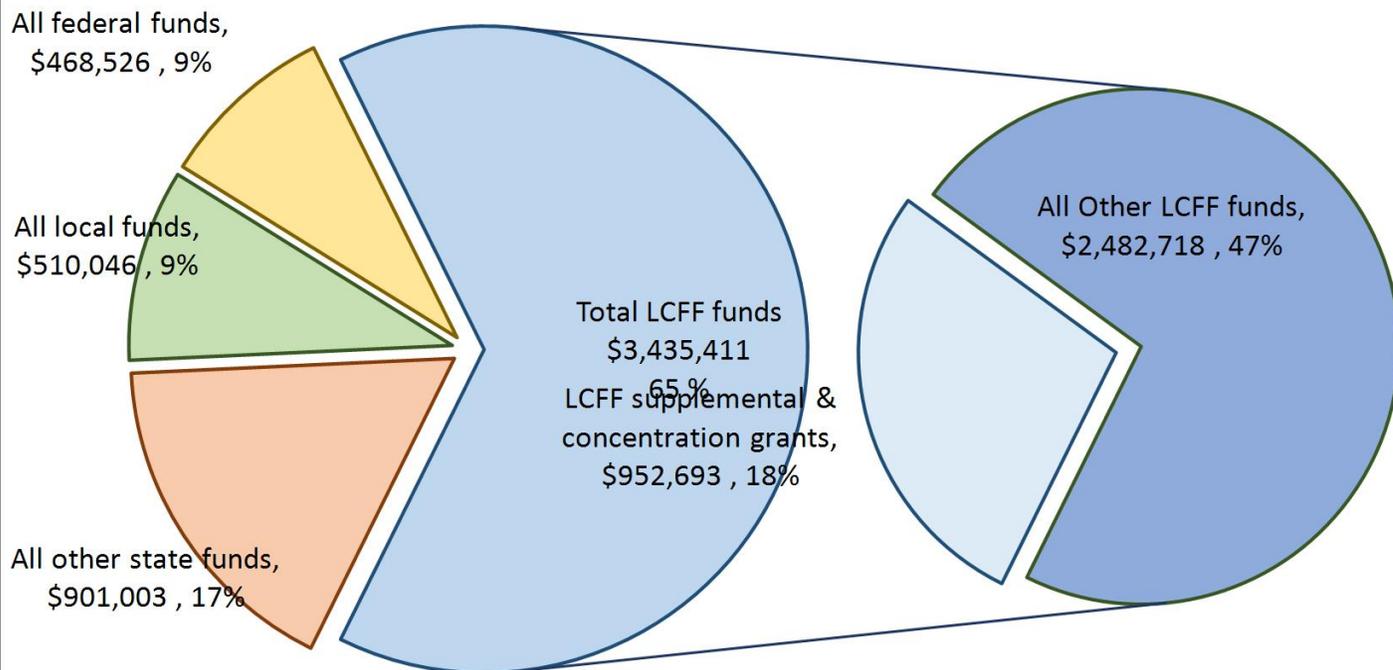
akaplan@magnoliapublicschools.org

(818) 705-5676

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

Budget Overview for the 2023-24 School Year

Projected Revenue by Fund Source

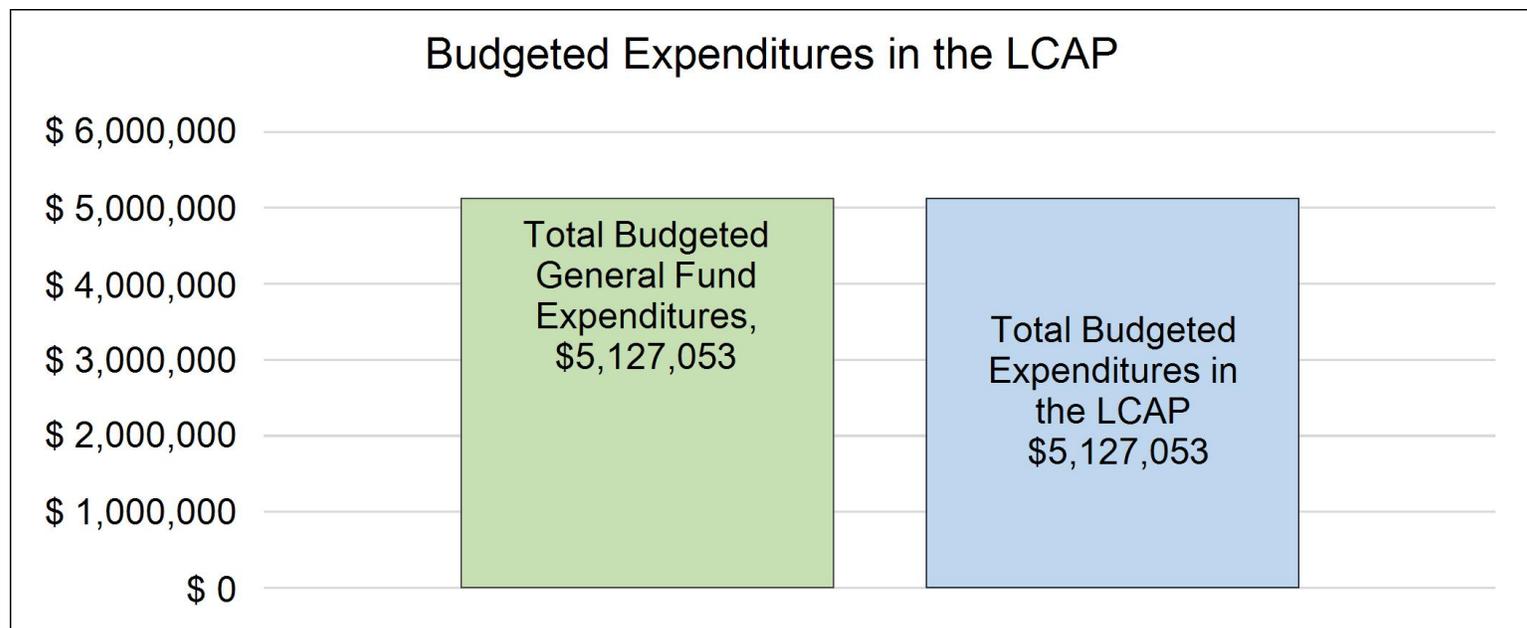


This chart shows the total general purpose revenue Los Angeles County Office of Education expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Los Angeles County Office of Education is \$5,314,986, of which \$3,435,411 is Local Control Funding Formula (LCFF), \$901,003 is other state funds, \$510,046 is local funds, and \$468,526 is federal funds. Of the \$3,435,411 in LCFF Funds, \$952,693 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Los Angeles County Office of Education plans to spend for 2023-24. It shows how much of the total is tied to planned actions and services in the LCAP.

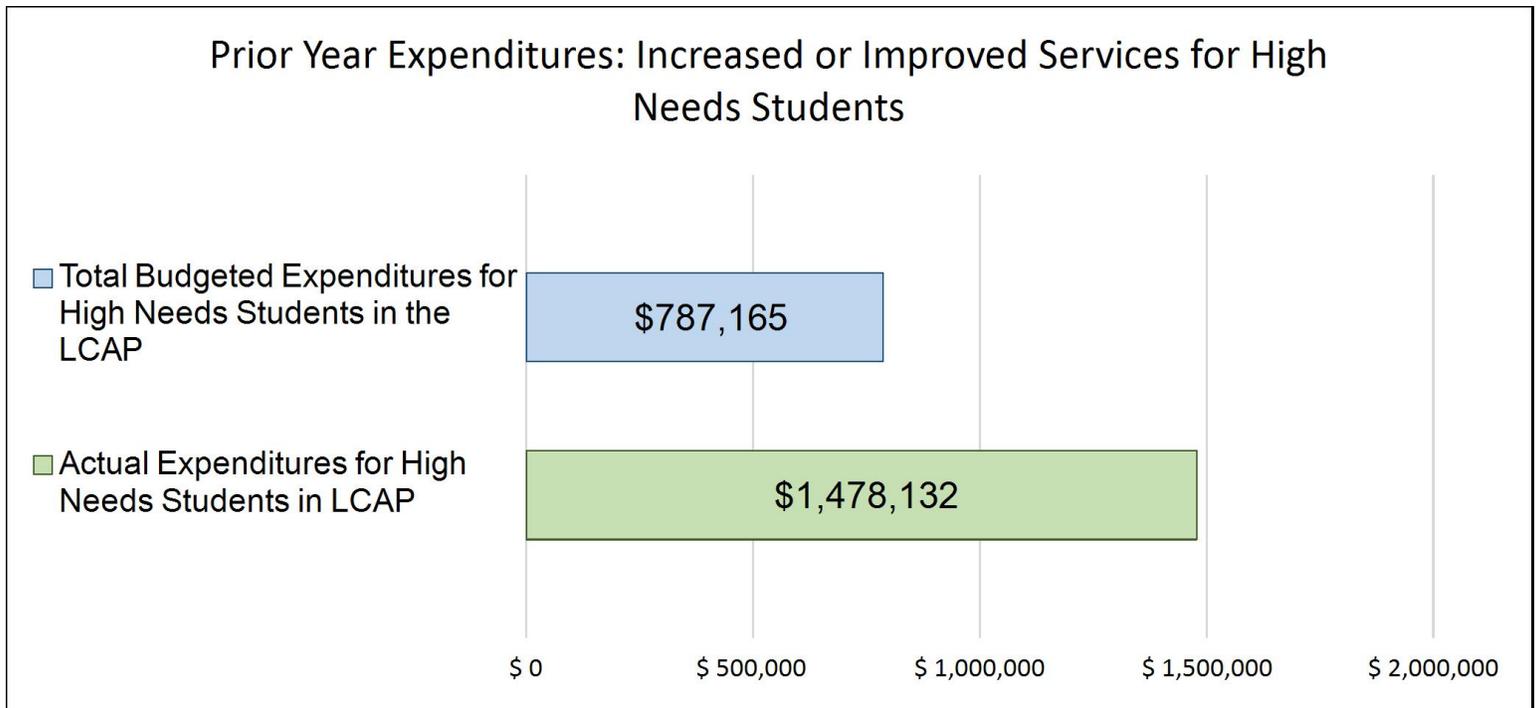
The text description of the above chart is as follows: Los Angeles County Office of Education plans to spend \$5,127,053 for the 2023-24 school year. Of that amount, \$5,127,053 is tied to actions/services in the LCAP and \$0 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Increased or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year

In 2023-24, Los Angeles County Office of Education is projecting it will receive \$952,693 based on the enrollment of foster youth, English learner, and low-income students. Los Angeles County Office of Education must describe how it intends to increase or improve services for high needs students in the LCAP. Los Angeles County Office of Education plans to spend \$747,442 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2022-23



This chart compares what Los Angeles County Office of Education budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Los Angeles County Office of Education estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2022-23, Los Angeles County Office of Education's LCAP budgeted \$787,165 for planned actions to increase or improve services for high needs students. Los Angeles County Office of Education actually spent \$1,478,132 for actions to increase or improve services for high needs students in 2022-23.

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. F

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 educational partners, 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 educational partners 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 educational partners 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 educational partners. 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 educational partners 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 educational partners 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	\$17,755.00	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>	\$218,314.71	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 (\$963.54) 		
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 educational partners 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>	\$495,864.82	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>	\$24,360.00	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>	\$556,544.14	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, Ethnic 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

Offering new programs such as AP US Government and Dual Enrollment courses resulted in overbudgeting.

Goal 1 Action 3

Budgeted \$310,204.00

Actual \$467,797.00

The facility's rent went up, and MSA-5 hired more personnel for student safety.

Goal 1 Action 4

Budgeted \$14,000.00

Actual \$19,000.00

Due to inflation, the food cost increased.

Goal 1 Action 5

Budgeted \$285,080.00

Actual \$321,340.06

The difference is because of the increase in home office fees due to receiving more services this school year.

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. Moreover, the home office started more extensive site visits to support classroom teachers and school admin teams in 2022-23. These "Academic Rounds" visits take place 4 or 5 times a year providing resources and feedback for each class teacher visited and school site in general.

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:

With the support of MPS Home Office, we are in the process of finalizing the school site architectural design and demolition process for 7111 Winnetka Site, 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. Moreover, the Academic Round visits have been a great tool to coach 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
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"> • Hispanic: 43.36% <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: 44.00% • English Learners: 21.88% • Students with Disabilities: 41.18% • Hispanic: 41.90% • White: 33.33% 		<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
			IAB ELA Level 3 and 4 Projection (5/12/23): <ul style="list-style-type: none"> All Students: 47.31% 		
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: 11.5 points below standard English Learners: 43.3 points below standard Socioeconomically Disadvantaged: 13.1 points below standard Students with Disabilities: 72.7 points below standard Homeless: 23.7 points below standard Hispanic: 13.1 points 	<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> <ul style="list-style-type: none"> All Students: 85.0% 	<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: * Hispanic: 8.2 points below standard 		<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 below standard Hispanic: 7.0 points below standard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	below standard	<ul style="list-style-type: none"> English Learners: 88.4% Students with Disabilities: 86.7% Hispanic: 86.9% White: N/A 			
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: 54.4% English Learners: 63.6% Students with Disabilities: 61.5% Hispanic: 53.1% White: 60.00% 		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 assessments (Source: CDE DataQuest)	2018-19: <ul style="list-style-type: none"> All Students: 38.67% English Learners: 10.02% 	CAASPP-Mathematics assessments were waived during the 2019-20 and 2020-21 school years.	2021-22: <ul style="list-style-type: none"> All Students: 22.36% English Learners: 13.33% 		2022-23: <ul style="list-style-type: none"> All Students: 41.00% English Learners: 15.00%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<ul style="list-style-type: none"> • Socioeconomically Disadvantaged: 38.51% • Students with Disabilities: 30.44% • Homeless: 41.67% • Hispanic: 37.82% 	<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% <p>IAB Math Level 3 and 4 Projection (5/13/22):</p>	<ul style="list-style-type: none"> • Socioeconomically Disadvantaged: 18.18% • Students with Disabilities: 12.50% • Hispanic: 20.28% <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: 25.36% • English Learners: 16.28% 		<ul style="list-style-type: none"> • 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
		<ul style="list-style-type: none"> All Students: 45.98% 	<ul style="list-style-type: none"> Students with Disabilities: 11.76% Hispanic: 22.88% White: 22.22% <p>IAB ELA Level 3 and 4 Projection (5/12/23):</p> <ul style="list-style-type: none"> All Students: 42.39% 		
<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: 17.9 points below standard English Learners: 43.5 points below standard Socioeconomically Disadvantaged: 18.6 points below standard Students with Disabilities: 58.0 points below standard 	<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>Fall 2021 to Spring</p>	<p>2021-22: (2022 Dashboard)</p> <ul style="list-style-type: none"> All Students: 67.0 points below standard English Learners: 100.6 points below standard Socioeconomically Disadvantaged: 75.1 points below standard Students with Disabilities: 92.1 points below standard 		<p>2022-23: (2023 Dashboard)</p> <ul style="list-style-type: none"> All Students: 11.0 points below standard English Learners: 37.0 points below standard Socioeconomically Disadvantaged: 12.0 points below standard Students with Disabilities: 50.0 points below standard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<ul style="list-style-type: none"> • Homeless: 26.2 points below standard • Hispanic: 21.6 points below standard 	2022 MAP Mathematics - Percent Met Growth Projection: <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 	<ul style="list-style-type: none"> • Homeless: * • Hispanic: 74.0 points below standard 		<ul style="list-style-type: none"> • Homeless: 20.0 points below standard • Hispanic: 15.0 points below standard
Percentage of students meeting their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP)	2020-21: <ul style="list-style-type: none"> • All Students: 59.3% • English Learners: 59.1% • Socioeconomically Disadvantaged: 59.0% • Students with Disabilities: 65.6% • Hispanic: 59.2% • White: 72.7% 	Fall 2021 to Spring 2022 MAP Mathematics - Percent Met Growth Projection: <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 	Fall 2022 to Spring 2023 MAP Mathematics - Percent Met Growth Projection: <ul style="list-style-type: none"> • All Students: 68.5% • English Learners: 70.0% • Students with Disabilities: 79.2% • Hispanic: 68.9% • White: 60.0% 		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: 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) 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 Level 4 performance level. 2022 ELPAC Percentage of Students Level 4: 22.37%	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: 22.08%		2023-24: 13.0%

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: 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: 13.13% 		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 students to ensure all academic content areas are available to all students, including student groups. All students will participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner outcomes, academic standards, and college- and career-readiness standards. The school will be appropriately staffed to implement the school master schedule.	\$1,114,329.02	No

Action #	Title	Description	Total Funds	Contributing
		<p>Expenditures associated with this action include the following: teacher salaries and benefits, principal salary and benefits, and substitute teacher expenses.</p> <p>The following expenditures will be funded by federal Title funds: 3010 Title I 3500 Unemployment Insurance \$461.37 3010 Title I 3400 Health & Welfare Benefits \$12,924.76 3010 Title I 3300 OASDI/Medicare \$1,337.97 3010 Title I 3100 STRS \$17,624.33 3010 Title I 1100 Teacher Salaries \$92,004.00</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>	\$47,697.22	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: 4035 Title II 5864 Prof Dev-Other \$15,900.00 4127 Title IV, Part A ESEA (ESSA) 5863 Prof Developmnt \$4,770.00</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 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</p>	\$645,046.50	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>(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, Flocabulary, Alexandria Library, Nearpod, Newsela, and myON.)</p> <p>The following expenditures will be funded by federal Title funds:</p> <p>4127 Title IV, Part A ESEA (ESSA) 4340 Education Software \$8,860.54 3010 Title I 4340 Education Software \$8,909.00 3010 Title I 3500 Unemployment Insurance \$75.00 3010 Title I 3300 OASDI/Medicare \$217.50 3010 Title I 3100 STRS \$2,865.00 3010 Title I 1300 Cert. Administrators \$5,000.00 3010 Title I 1100 Teacher Salaries \$10,000.00</p>		
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</p>	\$115,831.20	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>communication with families of EL students regarding annual assessments, program supports and services, and students' progress toward reclassification. This notification will include, but is not limited to, annual parent notification letters, quarterly ELAC meetings, and parent-teacher conferences.</p> <p>Expenditures associated with this action include the following: EL coordinator salary and benefits, EL coordinator stipend, EL instructional aide salary and benefits, 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	<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</p>	\$949,847.26	No

Action #	Title	Description	Total Funds	Contributing
		<p>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 3310 IDEA SPED 5869 SpEd Ctrct Inst \$61,453.44 4127 Title IV, Part A ESEA (ESSA) 5800 Professional Services \$8,480.00</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. ASupporting 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

The budgeted vs. actual amount difference is negligible.

Goal 2 Action 2

Budgeted \$32,333.00

Actual \$39,337.00

The faculty attended more PDs in 2022-23

Goal 2 Action 3

Budgeted \$598,565.00

Actual \$372,296.16

MSA-5 needs to invest more in MTSS, SEL, and Student Safety programs

Goal 2 Action 4

Budgeted \$107,852.00

Actual \$-

For this action, the discrepancy can be attributed to the fact that MSA-5 used other grants/funds such as ESSER III.

Goal 2 Action 5

Budgeted \$745,801.00

Actual \$784,202.83

MSA-5 hired a part time school psychologist in the first semester, which resulted in overbudget.

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
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: 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: 77.27% <p>IAB ELA Level 3 and 4 Projection (5/12/23):</p> <ul style="list-style-type: none"> Grade 11 Students: 60.19% 		
Percentage of students in Grade 11 meeting or exceeding	2018-19: 54.54%	CAASPP-Mathematics assessments were	2021-22: 19.44%		2022-23: 60.00%

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: 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: 25.93% <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>	\$87,134.91	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>	\$1.06	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>	\$3,816.00	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/Health teacher salary and benefits and physical activity, fitness, and equipment expenses.</p> <p>The following expenditures will be funded by federal Titles: 4127 Title IV, Part A ESEA (ESSA) 4335 PE Supplies \$18,020.00</p>	\$119,829.89	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	\$114,460.50	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: 4127 Title IV, Part A ESEA (ESSA) 4326 Arts & Music Supplies \$4,240.00</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:

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

MSA-5 hired more personnel.

Goal 3 Action 2

Budgeted \$1.00

Actual \$1.00

Goal 3 Action 3

Budgeted \$5,261.00

Actual \$3,600.00

MSA-5 only purchased GoGuardian under this goal, recategorize the other spendings.

Goal 3 Action 4

Budgeted \$91,653.00

Actual \$101,955.08

MSA-5 has boosted its athletic programs by purchasing more equipment due to the PE location change.

Goal 3 Action 5

Budgeted \$84,567.00

Actual \$250,555.81

MSA-5 organized multiple overnight trips to enhance student learning, including lodging, food, transportation, and chaperone stipends. In addition, MSA-5 has started funding its after-school program and summer/Saturday schools out of Goal 3.5.

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		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>	\$222,852.95	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: 3010 Title I 5800 Professional Services \$1,590.00 3010 Title I 3500 Unemployment Insurance \$80.00 3010 Title I 3300 OASDI/Medicare \$232.00 3010 Title I 3100 STRS \$3,056.00 3010 Title I 1100 Teacher Salaries \$16,000.00</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</p>	\$207,689.58	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: 4201 Title III - Immigrant. Ed. 4345 Non-Instructional Student Supplies \$4,317.38 3010 Title I 4340 Educational Software \$4,134.00</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 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 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>	\$1,233.84	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>	\$171,635.66	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

The difference between Budgeted vs. Actual is negligible.

Goal 4 Action 3

Budgeted \$157,093.00

Actual \$295,923.06

MSA-5 opened a dean of students position

Goal 4 Action 4

Budgeted \$1,164.00

Actual \$1,164.00

Goal 4 Action 5

Budgeted \$256,159.00

Actual \$281,001.80

MSA-5 increased the marketing budget for student recruitment.

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)
\$952,693	\$114,031.15

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
38.97%	0.00%	\$0.00	38.97%

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, English Learner Advisory Committee (ELAC) meetings, Coffee with the Principal meetings, and Board of Directors meetings. Parents on our PTF 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, 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 educational partner 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 educational partner 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 educational partner surveys in Goal 4: Action 4.

- Goal 4: Action 4: Annual educational partner 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. Educational partner 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 educational partners 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 educational partners 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 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. 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 educational partners, 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, English Learner Advisory Committee (ELAC) meetings, Coffee with the Principal meetings, and Board of Directors meetings. Parents on our PTF 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 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 educational partner surveys

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

see their classes, how much parents are involved, how supported staff 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 educational partners, 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 2023 meeting our 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	\$2,562,109.28	\$1,647,137.47	\$15,900.00	\$889,097.51	\$5,114,244.26	\$3,310,739.83	\$1,803,504.43

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	\$17,755.00				\$17,755.00
1	1.2	Instructional materials and technology	All	\$192,971.17	\$14,840.00		\$10,503.54	\$218,314.71
1	1.3	Clean and safe facilities that support learning	All	\$205,510.68	\$152,554.14		\$137,800.00	\$495,864.82
1	1.4	Healthy and nutritious meals	Low Income	\$24,360.00				\$24,360.00
1	1.5	Well-orchestrated Home Office support services	All	\$527,195.99	\$20,041.15	\$0.00	\$9,307.00	\$556,544.14
2	2.1	Broad course of study and standards-based curriculum	All	\$668,375.34	\$321,601.24		\$124,352.44	\$1,114,329.02
2	2.2	Professional development for high-quality instruction	English Learners Foster Youth Low Income	\$8,480.00	\$18,547.22		\$20,670.00	\$47,697.22
2	2.3	MTSS - Academic enrichment, intervention, and student support	English Learners Foster Youth Low Income	\$149,634.99	\$213,438.78		\$281,972.73	\$645,046.50
2	2.4	Designated and integrated ELD programs	English Learners	\$115,831.20				\$115,831.20
2	2.5	Support for students with disabilities	Students with Disabilities	\$202,858.84	\$647,684.18		\$99,304.24	\$949,847.26
3	3.1	College/Career readiness programs and activities	English Learners Foster Youth Low Income				\$87,134.91	\$87,134.91
3	3.2	STEAM and GATE programs	English Learners Foster Youth	\$1.06				\$1.06

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	\$3,180.00	\$636.00			\$3,816.00
3	3.4	Physical education, activity, and fitness	Low Income	\$85,909.89		\$15,900.00	\$18,020.00	\$119,829.89
3	3.5	Additional programs and activities that support well-rounded education	English Learners Foster Youth Low Income	\$5,300.00	\$104,920.50		\$4,240.00	\$114,460.50
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	\$135,511.68			\$87,341.27	\$222,852.95
4	4.3	MTSS - PBIS and SEL support	English Learners Foster Youth Low Income	\$164,999.60	\$34,238.60		\$8,451.38	\$207,689.58
4	4.4	Annual stakeholder surveys	English Learners Foster Youth Low Income	\$1,233.84				\$1,233.84
4	4.5	Community outreach and partnerships	English Learners Foster Youth Low Income	\$53,000.00	\$118,635.66			\$171,635.66

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
\$2,444,956	\$952,693	38.97%	0.00%	38.97%	\$747,442.26	0.00%	30.57 %	Total:	\$747,442.26
								LEA-wide Total:	\$747,442.26
								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	\$24,360.00	
2	2.2	Professional development for high-quality instruction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$8,480.00	
2	2.3	MTSS - Academic enrichment, intervention, and student support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$149,634.99	
2	2.4	Designated and integrated ELD programs	Yes	LEA-wide	English Learners	All Schools	\$115,831.20	
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	\$1.06	
3	3.3	Digital literacy and citizenship programs	Yes	LEA-wide	English Learners Foster Youth	All Schools	\$3,180.00	

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	\$85,909.89	
3	3.5	Additional programs and activities that support well-rounded education	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$5,300.00	
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	\$135,511.68	
4	4.3	MTSS - PBIS and SEL support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$164,999.60	
4	4.4	Annual stakeholder surveys	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,233.84	
4	4.5	Community outreach and partnerships	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$53,000.00	

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)
\$853,027	\$787,165.00	\$1,478,132.30	(\$690,967.30)	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	\$6,000.00		
2	2.2	Professional development for high-quality instruction	Yes	\$5,500.00	\$39,337.00		
2	2.3	MTSS - Academic enrichment, intervention, and student support	Yes	\$236,377.00	\$372,296.16		
2	2.4	Designated and integrated ELD programs	Yes	\$107,852.00			
3	3.1	College/Career readiness programs and activities	Yes		\$135,160.32		
3	3.2	STEAM and GATE programs	Yes	\$1.00			
3	3.3	Digital literacy and citizenship programs	Yes	\$3,000.00	\$3,600.00		
3	3.4	Physical education, activity, and fitness	Yes	\$89,653.00	\$101,955.08		
3	3.5	Additional programs and activities that support well-rounded education	Yes	\$5,000.00	\$207,873.88		
4	4.1	Seeking family input for decision making	Yes				
4	4.2	Building partnerships with families for student outcomes	Yes	\$121,425.00	\$34,821.00		

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	\$294,923.06		
4	4.4	Annual stakeholder surveys	Yes	\$1,164.00	\$1,164.00		
4	4.5	Community outreach and partnerships	Yes	\$50,000.00	\$281,001.80		

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)
\$2,193,567.00	\$853,027	0.00%	38.89%	\$1,478,132.30	0.00%	67.38%	\$0.00	0.00%

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

LCFF Budget Overview for Parents

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

CDS Code: 19-64733-0117648

School Year: 2023-24

LEA contact information:

James Choe

Principal

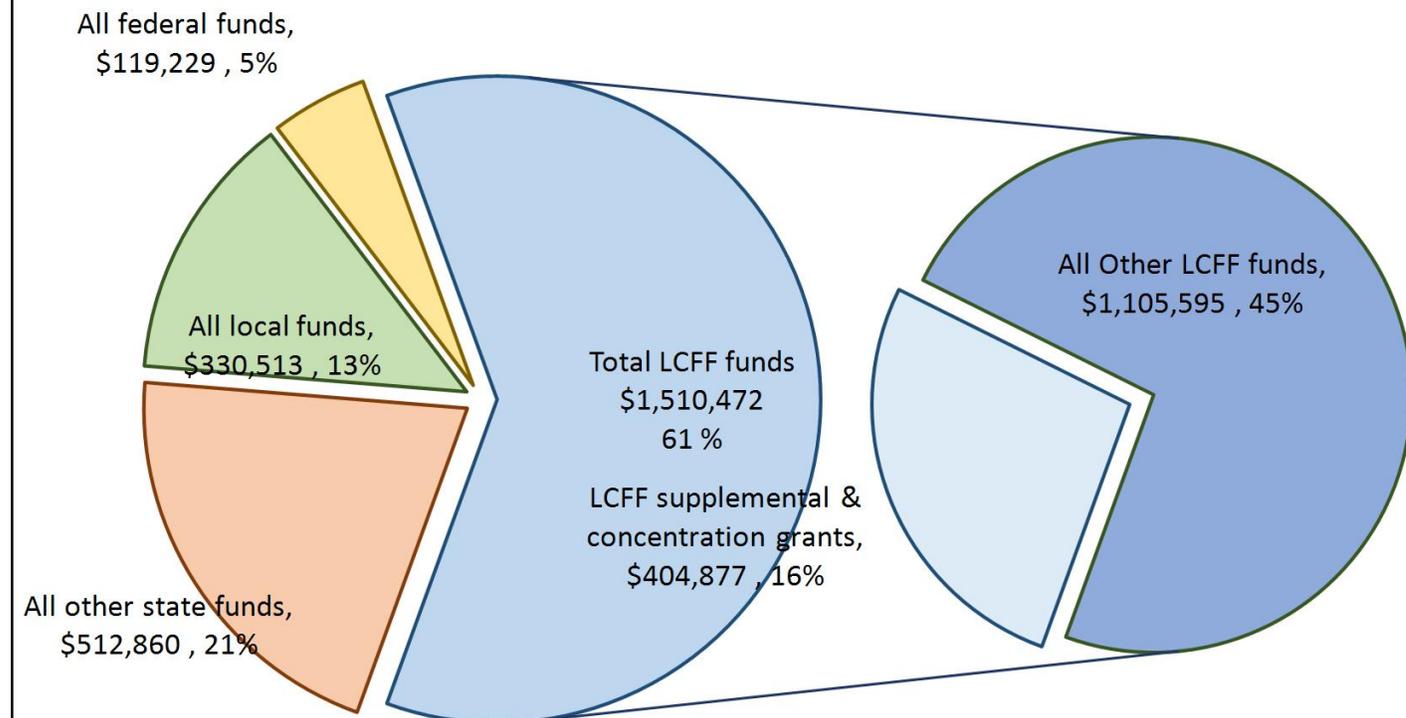
jchoe@magnoliapublicschools.org

(310) 842-8555

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

Budget Overview for the 2023-24 School Year

Projected Revenue by Fund Source

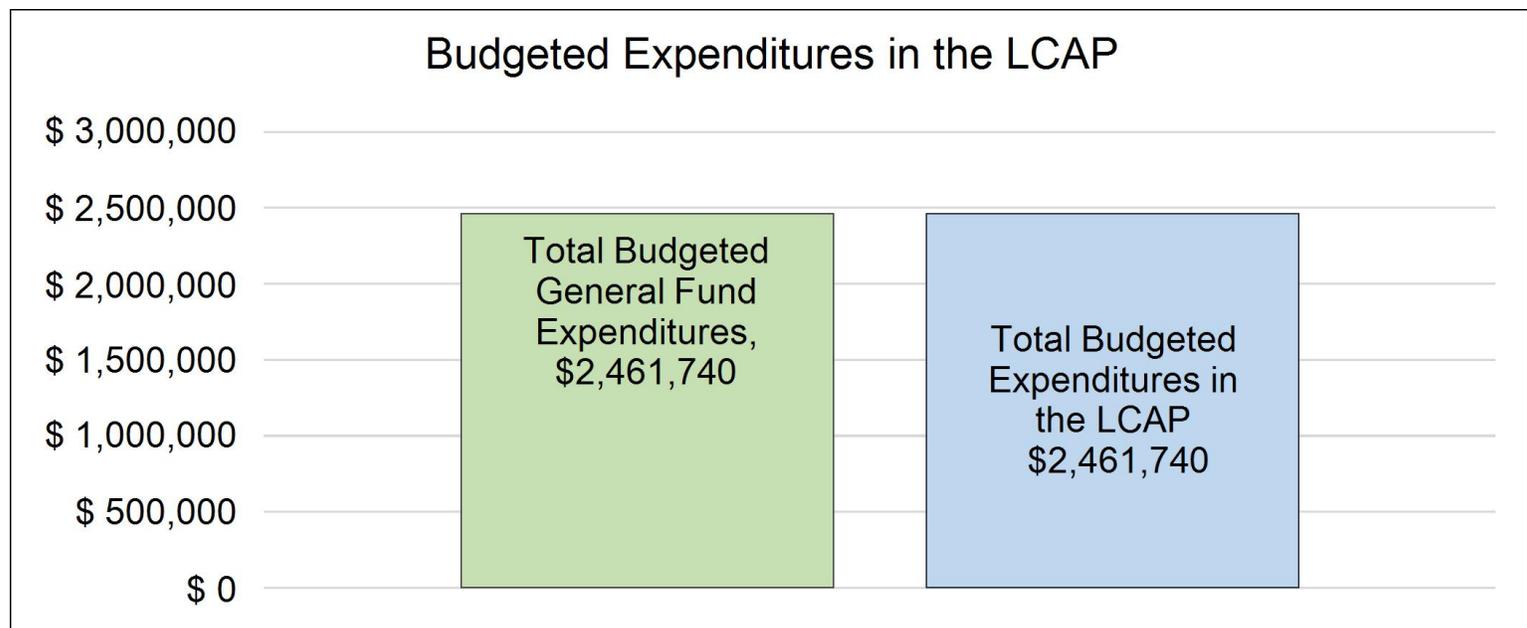


This chart shows the total general purpose revenue Magnolia Science Academy 6 expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Magnolia Science Academy 6 is \$2,473,074, of which \$1,510,472 is Local Control Funding Formula (LCFF), \$512,860 is other state funds, \$330,513 is local funds, and \$119,229 is federal funds. Of the \$1,510,472 in LCFF Funds, \$404,877 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Magnolia Science Academy 6 plans to spend for 2023-24. It shows how much of the total is tied to planned actions and services in the LCAP.

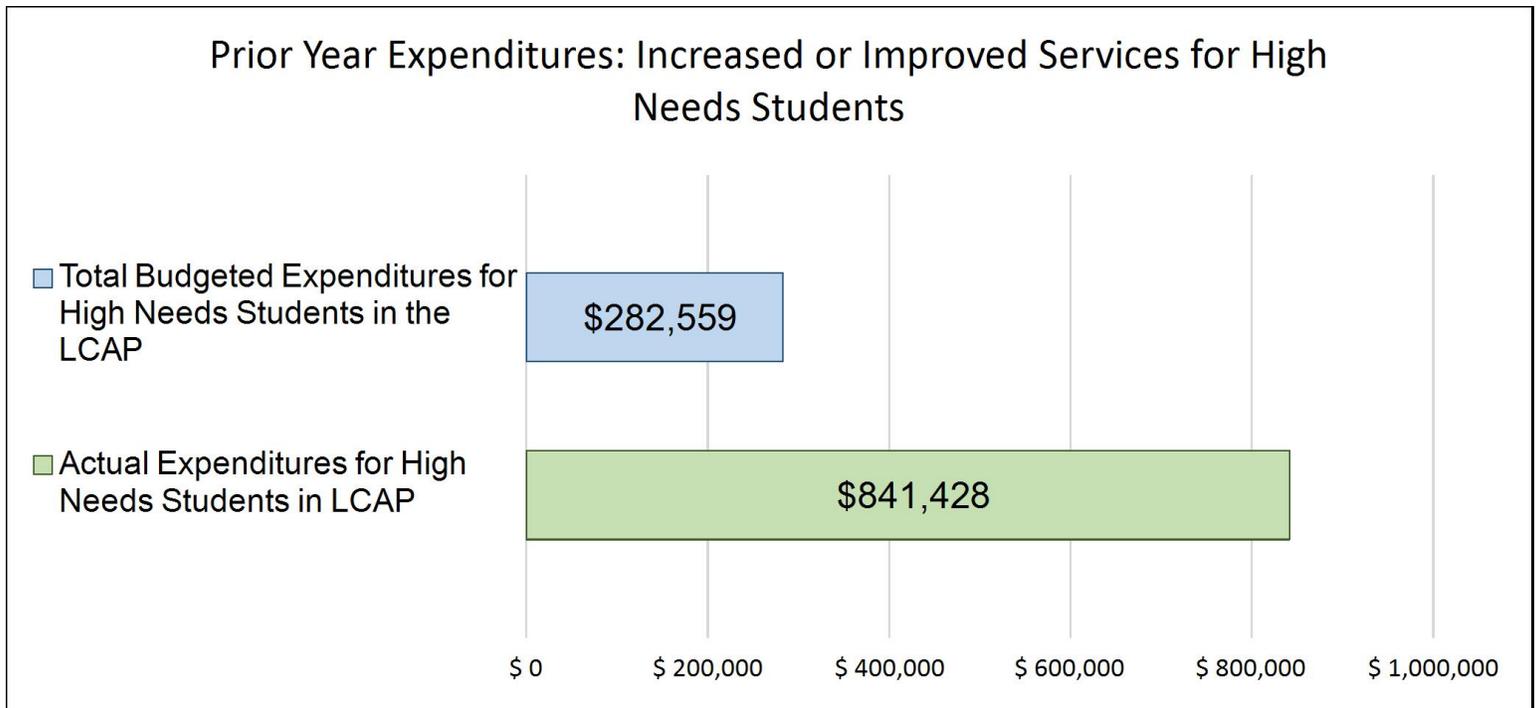
The text description of the above chart is as follows: Magnolia Science Academy 6 plans to spend \$2,461,740 for the 2023-24 school year. Of that amount, \$2,461,740 is tied to actions/services in the LCAP and \$0 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Increased or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year

In 2023-24, Magnolia Science Academy 6 is projecting it will receive \$404,877 based on the enrollment of foster youth, English learner, and low-income students. Magnolia Science Academy 6 must describe how it intends to increase or improve services for high needs students in the LCAP. Magnolia Science Academy 6 plans to spend \$423,088 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2022-23



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

The text description of the above chart is as follows: In 2022-23, Magnolia Science Academy 6's LCAP budgeted \$282,559 for planned actions to increase or improve services for high needs students. Magnolia Science Academy 6 actually spent \$841,428 for actions to increase or improve services for high needs students in 2022-23.

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 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, 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	\$11,554.00	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>	\$110,298.42	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: Title II - Technology: \$963.54</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>	\$321,981.05	

Action #	Title	Description	Total Funds	Contributing
		<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>	\$4,240.00	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</p>	\$237,566.65	No

Action #	Title	Description	Total Funds	Contributing
		<p>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>		

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"> • Hispanic: 51.28% <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: 57.45% • English Learners: 0.00% • Students with Disabilities: 33.33% • Hispanic: 56.82% • White: 0.00% 		<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
			IAB ELA Level 3 and 4 Projection (5/12/23): <ul style="list-style-type: none"> All Students: 68.75% 		
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: 16.3 points below standard English Learners: 48.3 points below standard Socioeconomically Disadvantaged: 19.7 points below standard Students with Disabilities: 97.8 points below standard African American: 7.1 points below standard Hispanic: 21.4 points 	<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> <ul style="list-style-type: none"> All Students: 65.8% 	<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>standard</p>		<p>2022-23: (2023 Dashboard)</p> <ul style="list-style-type: none"> All Students: 9.0 points below standard English Learners: 41.0 points below standard Socioeconomically Disadvantaged: 12.0 points below standard Students with Disabilities: 80.0 points below standard African American: 1.0 points below standard Hispanic: 13.0 points

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	below standard	<ul style="list-style-type: none"> English Learners: 69.2% Students with Disabilities: 45.5% Hispanic: 63.0% White: N/A 			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: 68.2% English Learners: 54.5% Students with Disabilities: 60.0% Hispanic: 70.0% White: 0.00% 		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 on the CAASPP-Mathematics	2018-19: <ul style="list-style-type: none"> All Students: 38.36% 	CAASPP-Mathematics assessments were waived during the 2019-20 and 2020-21	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
<p>assessments (Source: CDE DataQuest)</p>	<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>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% • Hispanic: 34.18% <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: 29.79% 		<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% 	<ul style="list-style-type: none"> English Learners: 0.00% Students with Disabilities: 16.67% Hispanic: 29.55% White: 0.00% 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: 39.4 points below standard Students with Disabilities: 	CAASPP-Mathematics assessments were waived during the 2019-20 and 2020-21 school years. Hence, the 2021 Dashboard data is not available. We have used the Measures of Academic Progress (MAP)-Mathematics assessment to measure the percentage of students meeting their growth projections from Fall 2021 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: 54.8 points below standard Students with Disabilities: 		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: 32.0 points below standard Students with Disabilities:

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	98.5 points below standard <ul style="list-style-type: none"> African American: 35.0 points below standard Hispanic: 41.6 points below standard 	Spring 2022. Fall 2021 to Spring 2022 MAP Mathematics - Percent Met Growth Projection: <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 	122.1 points below standard <ul style="list-style-type: none"> Hispanic: 50.9 points below standard 		88.0 points below standard <ul style="list-style-type: none"> African American: 28.0 points below standard Hispanic: 33.0 points below standard
Percentage of students meeting their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP)	2020-21: <ul style="list-style-type: none"> All Students: 60.0% English Learners: 56.3% Socioeconomically Disadvantaged: 58.0% Students with Disabilities: 57.1% African American: 33.3% 	Fall 2021 to Spring 2022 MAP Mathematics - Percent Met Growth Projection: <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 	Fall 2022 to Spring 2023 MAP Mathematics - Percent Met Growth Projection: <ul style="list-style-type: none"> All Students: 64.7% English Learners: 72.7% Students with Disabilities: 60.0% Hispanic: 65.0% 		2023-24: <ul style="list-style-type: none"> All Students: 65.0% English Learners: 65.0% Socioeconomically Disadvantaged: 65.0% Students with Disabilities: 65.0% African American: 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: 63.0% White: * 		<ul style="list-style-type: none"> White: 100.0% 		<ul style="list-style-type: none"> 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 (Source: CDE DataQuest)	2020-21: 12.1%	2021-22 RFEP data is not available. The following is the 2022 summative ELPAC percentage for the Level 4 performance level.	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: 31.25%	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: 28.13% 		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 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,	\$624,557.34	No

Action #	Title	Description	Total Funds	Contributing
		<p>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 - Unemployment insurance: \$92.73 Title I - Health and Welfare Benefits: \$1725.28 Title I - OASDI/Medicare: \$268.92 Title I - STRS: \$3,542.29 Title I - Teacher Salaries: \$18,546.00</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</p>	\$34,190.12	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>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: \$4,985.18</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 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</p>	\$373,360.35	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>summer school, NWEA MAP testing fees, Illuminate DnA fees, and evidence-based supplemental intervention/enrichment program fees (IXL, Accelerated Reader, Quizizz, Padlet, BrainPOP, NextGenMath, Newsela, and myON.)</p> <p>The following expenditures will be funded by federal Title funds: Title I - Educational Software: \$13785.80 Title I - Unemployment Insurance: \$60 Title I - OASDI/Medicare: \$174 Title I - STRS: \$2292 Title I - Teacher Salaries: \$12000 Title IV - Educational Software: \$6192.26</p>		
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</p>	\$113,366.45	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>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: Title I - Unemployment Insurance: \$35.09 Title I - Health and Welfare Benefits: \$575.09 Title I - OASDI/Medicare: \$101.76 Title I - Teacher Salaries: \$7018</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</p>	\$109,682.37	No

Action #	Title	Description	Total Funds	Contributing
		salaries and benefits, school psychologist salary and benefits, SPED intern salaries and benefits, outsourced SPED services fees, and SPED instructional materials and technology. The following expenditures will be funded by federal Title funds: N/A		

Goal Analysis [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

The discrepancy here in this action can be attributed to 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 ASSES 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>	\$1,590.00	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>	\$318.00	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: Title IV - Educational Software: \$318</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: Title IV - PE supplies: \$1060</p>	\$141,922.20	Yes

Action #	Title	Description	Total Funds	Contributing
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: Title IV - Arts and Music Supplies: \$1378</p>	\$73,799.00	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: Title I - Professional Services: \$1060 Title I - Unemployment Insurance: \$12.50 Title I - OASDI/Medicare: \$36.25 Title I - STRS: \$477.50 Title I - Teacher Salaries: \$2500</p>	\$143,994.15	

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 the greatest progress, and needs in order to inform our next steps.</p>	\$27,067.76	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: Title I - Ins. Mats and Supplies: \$530</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: N/A</p>	\$1,060.00	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 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>	\$118,726.58	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

n/a

Goal 4 Action 3

Budgeted \$6,000.00

Actual \$163,394.04

Much of the money went into salaries and wages such as; admin, teacher salaries, and health & welfare benefits.

Goal 4 Action 4

Budgeted \$1,000.00

Actual \$1,000.00

n/a

Goal 4 Action 5

Budgeted \$228,967.00

Actual \$135,632.96

We underspent in this category. This might be because, as a newly developing community school, we are looking how to be effective with our money and how we should spend our money. We will continue to learn how we can spend all of our funds in this goal in order to hit our targets of being a fully instated community school.

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 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)
\$404,877	\$47,683.15

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
39.00%	0.00%	\$0.00	39.00%

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

Magnolia Science Academy 6 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, 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

Magnolia Science Academy-6 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, PAC (Magnolia

Science Academy-6 uses the LCAP to serve as the PAC), 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, English Learner Advisory Committee (ELAC) meetings, Coffee with the Principal meetings, and Board of Directors meetings. Parents on our PTF 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, and ELAC provides valuable input for the LCAP. Magnolia Science Academy-6 chooses to utilize the LCAP to serve as our guide to measuring our successes. 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 educational partner 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 educational partner 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 educational partner surveys in Goal 4: Action 4.

- Goal 4: Action 4: Annual educational partner 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. Educational partner 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 educational partners 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 educational partners 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 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. 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 educational partners, 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, 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, English Learner Advisory Committee (ELAC) meetings, Coffee with the Principal meetings, and Board of Directors meetings. Parents on our PTF 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, PTF, 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 educational partner 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 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. 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 educational partners, 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 plans to keep the extra staff that we were able to hire from the concentration grant from last 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	\$1,804,456.88	\$443,804.45	\$6,000.00	\$195,013.11	\$2,449,274.44	\$1,521,407.18	\$927,867.26

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	\$11,554.00				\$11,554.00
1	1.2	Instructional materials and technology	All	\$88,134.88	\$21,200.00		\$963.54	\$110,298.42
1	1.3	Clean and safe facilities that support learning		\$321,981.05				\$321,981.05
1	1.4	Healthy and nutritious meals	Low Income	\$4,240.00				\$4,240.00
1	1.5	Well-orchestrated Home Office support services	All	\$237,566.65				\$237,566.65
2	2.1	Broad course of study and standards-based curriculum	All	\$582,224.63			\$42,332.71	\$624,557.34
2	2.2	Professional development for high-quality instruction	English Learners Foster Youth Low Income	\$2,650.00	\$26,554.94		\$4,985.18	\$34,190.12
2	2.3	MTSS - Academic enrichment, intervention, and student support	English Learners Foster Youth Low Income	\$158,939.50	\$101,209.25	\$6,000.00	\$107,211.60	\$373,360.35
2	2.4	Designated and integrated ELD programs	English Learners	\$104,296.07			\$9,070.38	\$113,366.45
2	2.5	Support for students with disabilities	Students with Disabilities		\$86,604.92		\$23,077.45	\$109,682.37
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		\$1,590.00			\$1,590.00

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				\$318.00	\$318.00
3	3.4	Physical education, activity, and fitness	Low Income	\$140,862.20			\$1,060.00	\$141,922.20
3	3.5	Additional programs and activities that support well-rounded education	English Learners Foster Youth Low Income	\$2,120.00	\$70,301.00		\$1,378.00	\$73,799.00
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		\$139,907.90			\$4,086.25	\$143,994.15
4	4.3	MTSS - PBIS and SEL support	English Learners Foster Youth Low Income	\$5,740.00	\$20,797.76		\$530.00	\$27,067.76
4	4.4	Annual stakeholder surveys	English Learners Foster Youth Low Income	\$1,060.00				\$1,060.00
4	4.5	Community outreach and partnerships	English Learners Foster Youth Low Income	\$3,180.00	\$115,546.58			\$118,726.58

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
\$1,038,174	\$404,877	39.00%	0.00%	39.00%	\$423,087.77	0.00%	40.75 %	Total:	\$423,087.77
								LEA-wide Total:	\$423,087.77
								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	\$4,240.00	
2	2.2	Professional development for high-quality instruction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,650.00	
2	2.3	MTSS - Academic enrichment, intervention, and student support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$158,939.50	
2	2.4	Designated and integrated ELD programs	Yes	LEA-wide	English Learners	All Schools	\$104,296.07	
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	\$140,862.20	
3	3.5	Additional programs and activities that support well-rounded education	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,120.00	
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	\$5,740.00	
4	4.4	Annual stakeholder surveys	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,060.00	
4	4.5	Community outreach and partnerships	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,180.00	

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)
\$306,910	\$282,559.00	\$841,427.57	(\$558,868.57)	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	\$40,802.00		
2	2.3	MTSS - Academic enrichment, intervention, and student support	Yes	\$152,852.00	\$230,484.78		
2	2.4	Designated and integrated ELD programs	Yes	\$94,207.00	\$109,185.51		
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		\$300.00		
3	3.4	Physical education, activity, and fitness	Yes		\$98,063.28		
3	3.5	Additional programs and activities that support well-rounded education	Yes	\$2,000.00	\$62,565.00		
4	4.1	Seeking family input for decision making	Yes				
4	4.3	MTSS - PBIS and SEL support	Yes	\$5,500.00	\$163,394.04		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
4	4.4	Annual stakeholder surveys	Yes	\$1,000.00	\$1,000.00		
4	4.5	Community outreach and partnerships	Yes	\$15,500.00	\$135,632.96		

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)
\$797,604.00	\$306,910	0.00%	38.48%	\$841,427.57	0.00%	105.49%	\$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

LCFF Budget Overview for Parents

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

CDS Code: 19-64733-0117655

School Year: 2023-24

LEA contact information:

Meagan Wittek

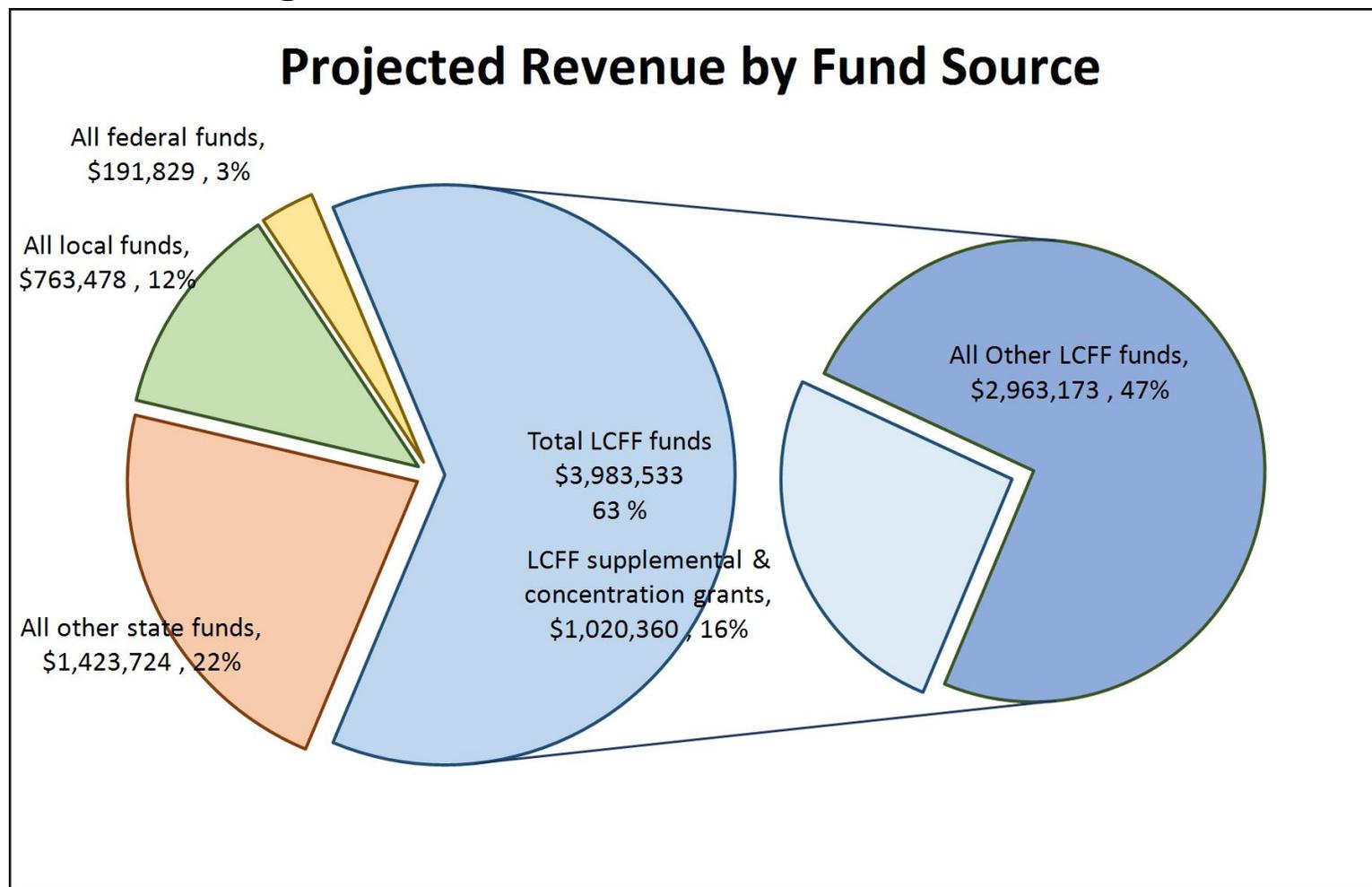
Principal

mwittek@magnoliapublicschools.org

(818) 886-0585

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

Budget Overview for the 2023-24 School Year

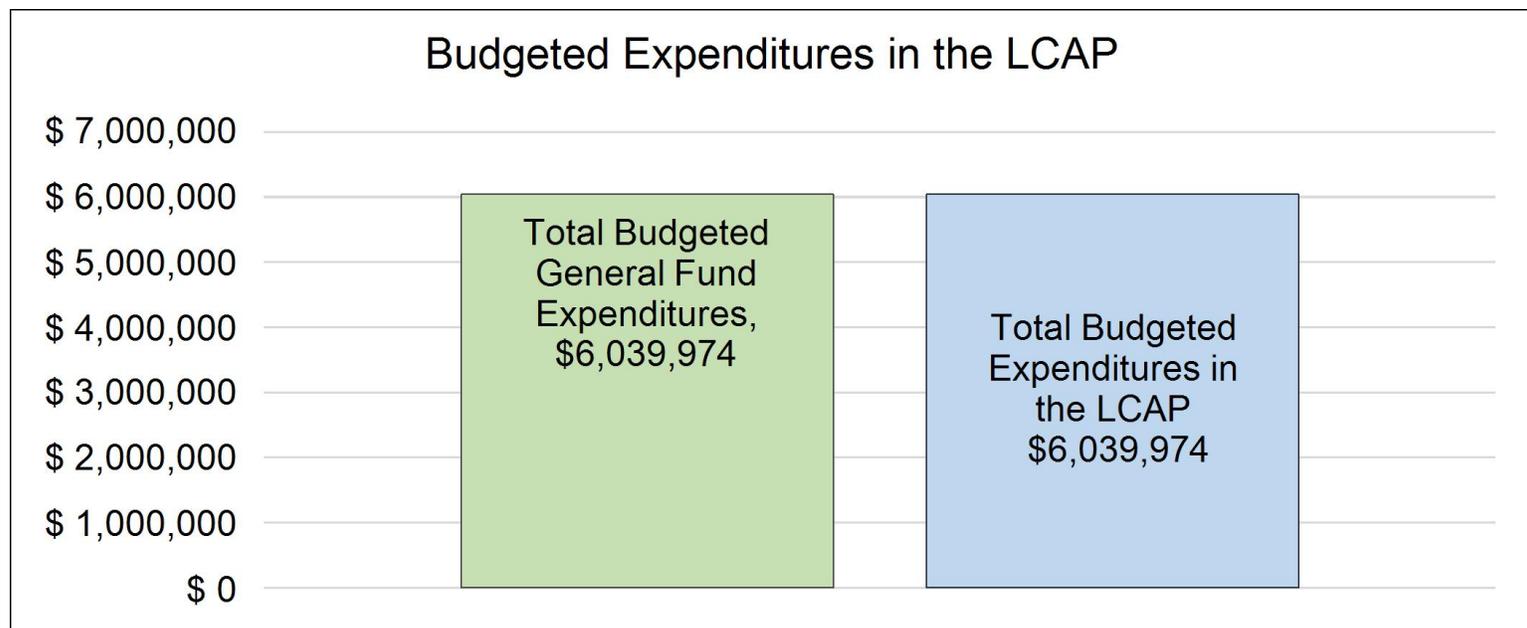


This chart shows the total general purpose revenue Magnolia Science Academy 7 expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Magnolia Science Academy 7 is \$6,362,564, of which \$3,983,533 is Local Control Funding Formula (LCFF), \$1,423,724 is other state funds, \$763,478 is local funds, and \$191,829 is federal funds. Of the \$3,983,533 in LCFF Funds, \$1,020,360 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Magnolia Science Academy 7 plans to spend for 2023-24. It shows how much of the total is tied to planned actions and services in the LCAP.

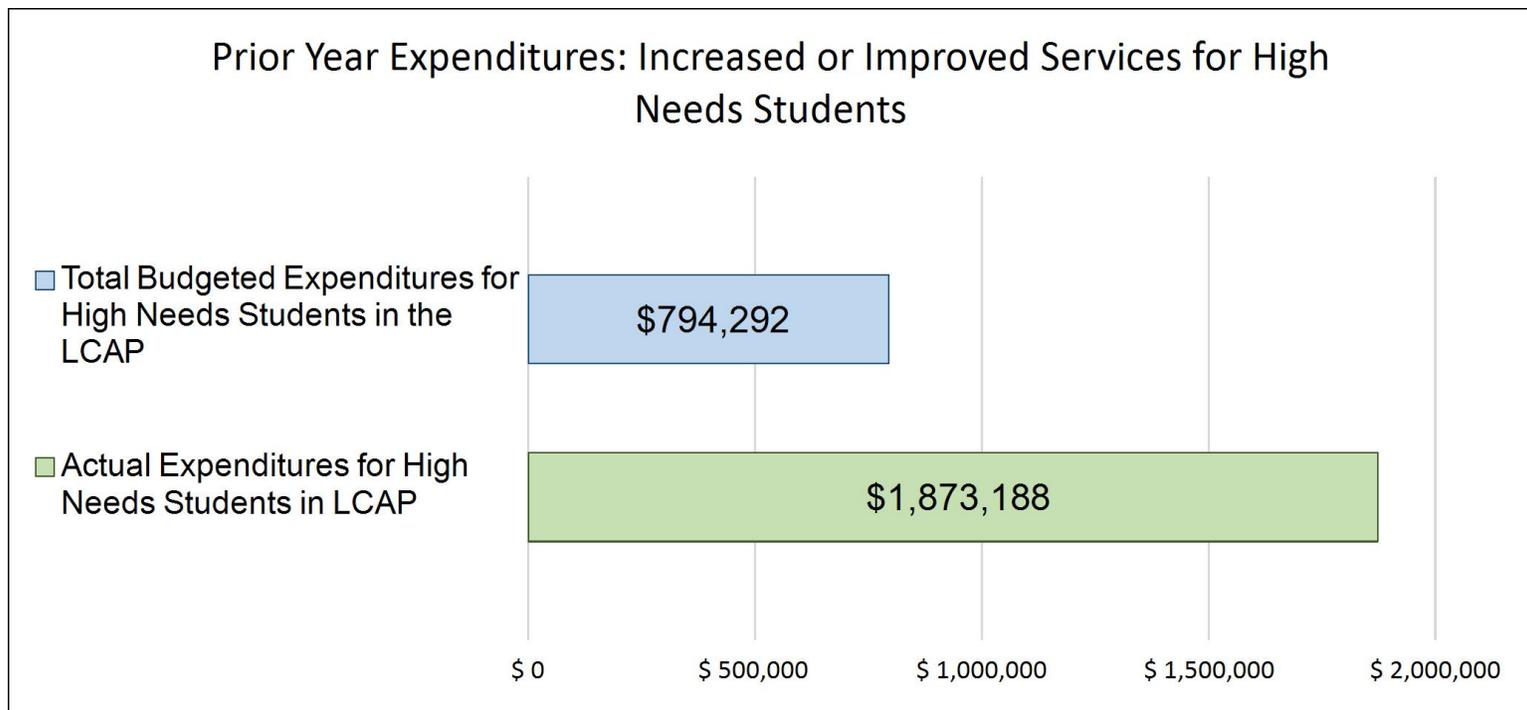
The text description of the above chart is as follows: Magnolia Science Academy 7 plans to spend \$6,039,974 for the 2023-24 school year. Of that amount, \$6,039,974 is tied to actions/services in the LCAP and \$0 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Increased or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year

In 2023-24, Magnolia Science Academy 7 is projecting it will receive \$1,020,360 based on the enrollment of foster youth, English learner, and low-income students. Magnolia Science Academy 7 must describe how it intends to increase or improve services for high needs students in the LCAP. Magnolia Science Academy 7 plans to spend \$856,709 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2022-23



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

The text description of the above chart is as follows: In 2022-23, Magnolia Science Academy 7's LCAP budgeted \$794,292 for planned actions to increase or improve services for high needs students. Magnolia Science Academy 7 actually spent \$1,873,188 for actions to increase or improve services for high needs students in 2022-23.

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	\$18,900.00	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>	\$296,551.72	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"> • Technology: Resource: Title II, \$981.72 		
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>	\$799,830.17	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>	\$17,280.00	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>	\$689,655.30	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"> • Hispanic: 33.34% • White: 42.86% <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: 34.27% • English Learners: 13.79% • Students with Disabilities: 20.59% • Hispanic: 27.13% 		<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"> White: 42.86% <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 below standard 	<p>CAASPP-ELA/Literacy assessments were waived during the 2019-20 and 2020-21 school years. Hence, the 2021 Dashboard data is not available.</p> <p>We have used the Measures of Academic Progress (MAP)-Reading assessment to measure the percentage of students meeting their growth projections from Fall 2021 to Spring 2022.</p> <p>Fall 2021 to Spring 2022 MAP Reading - Percent Met Growth Projection:</p> <ul style="list-style-type: none"> All Students: 53.3% 	<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 below standard 		<p>2022-23: (2023 Dashboard)</p> <ul style="list-style-type: none"> All Students: 1.0 point below standard English Learners: 16.0 points below standard Socioeconomically Disadvantaged: 13.0 points below standard Students with Disabilities: 40.0 points below standard Hispanic: 16.0 points below standard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<ul style="list-style-type: none"> White: 62.9 points above standard 	<ul style="list-style-type: none"> English Learners: 55.4% Students with Disabilities: 45.2% Hispanic: 55.2% White: 57.1% 	<ul style="list-style-type: none"> White: 5.2 points below standard 		<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)	2020-21: <ul style="list-style-type: none"> All Students: 36.6% English Learners: 28.3% Socioeconomically Disadvantaged: 33.9% Students with Disabilities: 47.4% Asian: 38.9% Hispanic: 33.9% White: 50.0% 	Fall 2021 to Spring 2022 MAP Reading - Percent Met Growth Projection: <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% 	Fall 2022 to Spring 2023 MAP Reading - Percent Met Growth Projection: <ul style="list-style-type: none"> All Students: 45.9% English Learners: 42.4% Students with Disabilities: 42.4% Hispanic: 45.5% White: 41.2% 		2023-24: <ul style="list-style-type: none"> All Students: 60.0% English Learners: 60.0% Socioeconomically Disadvantaged: 60.0% Students with Disabilities: 60.0% Asian: 60.0% Hispanic: 60.0% White: 60.0%
Percentage of students meeting or exceeding standard on the CAASPP-Mathematics	2018-19: <ul style="list-style-type: none"> All Students: 32.14% English Learners: 3.45% 	CAASPP-Mathematics assessments were waived during the 2019-20 and 2020-21 school years.	2021-22: <ul style="list-style-type: none"> All Students: 26.24% English Learners: 5.00% 		2022-23: <ul style="list-style-type: none"> All Students: 38.00% English Learners: 13.00%

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"> Socioeconomically Disadvantaged: 25.61% Students with Disabilities: 25.00% Hispanic: 24.10% White: 57.14% 	<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"> Socioeconomically Disadvantaged: 19.23% Students with Disabilities: 5.88% Hispanic: 22.68% White: 21.43% <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: 28.02% 		<ul style="list-style-type: none"> 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% 	<ul style="list-style-type: none"> English Learners: 8.47% Students with Disabilities: 5.88% Hispanic: 21.80% White: 42.86% 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: 43.8 points below standard 	CAASPP-Mathematics assessments were waived during the 2019-20 and 2020-21 school years. Hence, the 2021 Dashboard data is not available. We have used the Measures of Academic Progress (MAP)-Mathematics assessment to measure the percentage of students meeting their growth projections	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: 54.6 points below standard 		2022-23: (2023 Dashboard) <ul style="list-style-type: none"> All Students: 24.0 points below standard English Learners: 47.0 points below standard Socioeconomically Disadvantaged: 37.0 points below standard

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: 58.5 points below standard Hispanic: 45.8 points below standard White: 3.9 points above standard 	<p>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: 53.8% English Learners: 56.2% Students with Disabilities: 51.6% Hispanic: 53.6% White: 53.8% 	<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 		<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)	<p>2020-21:</p> <ul style="list-style-type: none"> All Students: 23.3% English Learners: 6.4% Socioeconomically Disadvantaged: 20.5% Students with Disabilities: 9.5% Asian: 33.3% 	<p>Fall 2021 to Spring 2022 MAP Mathematics - Percent Met Growth Projection:</p> <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% 	<p>Fall 2022 to Spring 2023 MAP Mathematics - Percent Met Growth Projection:</p> <ul style="list-style-type: none"> All Students: 45.0% English Learners: 37.7% Students with Disabilities: 32.4% Hispanic: 43.6% 		<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%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<ul style="list-style-type: none"> Hispanic: 18.3% White: 33.3% 	<ul style="list-style-type: none"> White: 53.8% 	<ul style="list-style-type: none"> White: 57.9% 		<ul style="list-style-type: none"> 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 ELPAC Percentage of Students Level 4: 16%	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: 15.91%		2023-24: 15.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of students meeting or exceeding standard on the CAASPP-Science assessments (Source: CDE DataQuest)	2018-19: <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: 15.63% 		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 supports the achievement of the schoolwide learner outcomes, academic standards, and college- and career-readiness standards. The school will be appropriately staffed to implement the school master schedule.	\$1,308,889.14	No

Action #	Title	Description	Total Funds	Contributing
		<p>Expenditures associated with this action include the following: teacher salaries and benefits, principal salary and benefits, and substitute teacher expenses.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>		
2.2	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"> • Tuition reimbursement for professional development: Resource: Title II, \$16,200 	\$56,961.08	Yes

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> Professional Development: Resource: Title IV, Part A (ESEA) \$4,860 		
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, Spelling City, Cambium Learning, Learning A-Z, Alexandria Library, Mystery Science and myON.)</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> Certificated Admins: Resource: Title I, \$4,000 	\$551,687.76	Yes

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> • Teacher Salaries: Resource: Title I, \$45,240 • Instructional Aide Salaries: Resource: Title I, \$53,850 • Benefits: Resource: Title I, \$10,365 • Educational Software: Resource: Title I, \$13,920 • Educational Software: Resource: Title IV, Part A (ESEA), \$4,325 		
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, EL instructional aide salary and benefits.</p>	\$122,394.81	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, 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>	\$746,244.13	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, 12 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: \$1,296 	\$1,296.00	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>	\$122,788.18	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>	\$127,917.69	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>	\$635,583.48	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 covered include, but are not limited to, the school's EL Master Plan,</p>	\$187,024.49	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>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 I funds: 5800 Professional Services: \$1,620.00 3500 Unemployment Insurance: \$20.00 3300 OASDI/Medicare: \$58.00 3100 STRS: \$764.00 1100 Teacher Salaries: \$4,000.00</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</p>	\$203,035.49	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will implement a positive and equitable student responsibility and behavior system with teaching, intervention and prevention strategies and protocols that are clear, fair, incremental, restorative, and culturally responsive. Charter School will celebrate student and school achievements and organize recognition assemblies and other schoolwide culture-building activities. Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. Charter School will also implement the CORE DISTRICTS SEL Survey instrument in the fall and spring annually to assess the following social-emotional competencies: growth mindset, self-efficacy, self-management, and social awareness. As part of our MTSS efforts, school leadership, teachers, and support staff will analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the spring to measure growth, identify greatest progress and needs in order to inform our next steps.</p> <p>Expenditures associated with this action include the following: 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, \$4,540 • Professional Services: Resource: Title IV, Part A (ESEA), \$8081.00 		
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'	\$1,620.00	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>	\$169,384.93	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)
\$1,020,360	\$124,741.38

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
38.36%	0.00%	\$0.00	38.36%

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, Study Skills, additional support during SSR, 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, reading level 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 field trips, college/career week, 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 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, STEAM after school clubs, 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 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 after the school day through a variety of methods such as physical activity/sports clubs. 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 arts, music, civics, clubs, etc. Arts instruction focuses on developing students' creativity, imagination, discipline and self-expression through drawing and fine arts. It is important that all our students, particularly unduplicated students, are provided with experiential learning opportunities, including but not limited to, instructional field trips, community service programs, clubs, etc. Charter School teachers and other staff will offer after school clubs for enrichment in the areas of, including, but not limited to, math, science, technology, engineering, ELA, 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, English Learner Advisory Committee (ELAC) meetings, Coffee with the Principal meetings, and Board of Directors meetings. Parents on our PTF 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 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 educational partner 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 educational partner 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 educational partner surveys in Goal 4: Action 4.

- Goal 4: Action 4: Annual educational partner 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. Educational partner 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 educational partners 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 educational partners 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 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. 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 educational partners, 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, Study Skills, additional support during SSR, 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 field trips, college/career week, 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 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, STEAM clubs, 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 after the school day through a variety of methods such as physical activity/sports clubs, 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, 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, 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, English Learner Advisory Committee (ELAC) meetings, Coffee with the Principal meetings, and Board of Directors meetings. Parents on our PTF 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, 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 educational partner surveys

Charter School will annually administer school experience surveys to students, parents, and staff. Charter School will implement the CORE DISTRICTS Survey instrument to assess our educational partners' perceptions of the following school climate indicators: climate of support for academic learning; knowledge and fairness of discipline, rules and norms; safety; and sense of belonging (school connectedness). In addition, we ask our educational partners open-ended questions about what they like the best and the least about the school and suggestions for improvement. This feedback instrument provides all staff and school leaders with valuable information about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Our staff will analyze the survey results to identify the greatest progress and needs in order to inform our next steps. 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 educational partners, 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 2022-23, the additional concentration grant add-on funds will be utilized in the following areas;

- School Psychologist - will use a portion of the Concentration grant funds to cover additional funding to keep our psychologist position 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	\$3,437,375.23	\$2,032,286.14		\$587,383.00	\$6,057,044.37	\$3,238,816.90	\$2,818,227.47

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	\$18,900.00		\$0.00	\$0.00	\$18,900.00
1	1.2	Instructional materials and technology	All	\$187,533.22	\$10,800.00	\$0.00	\$98,218.50	\$296,551.72
1	1.3	Clean and safe facilities that support learning	All	\$375,688.73	\$376,621.44	\$0.00	\$47,520.00	\$799,830.17
1	1.4	Healthy and nutritious meals	Low Income	\$17,280.00	\$0.00	\$0.00	\$0.00	\$17,280.00
1	1.5	Well-orchestrated Home Office support services	All	\$689,655.30	\$0.00	\$0.00	\$0.00	\$689,655.30
2	2.1	Broad course of study and standards-based curriculum	All	\$1,308,889.14	\$0.00	\$0.00	\$0.00	\$1,308,889.14
2	2.2	Professional development for high-quality instruction	English Learners Foster Youth Low Income	\$8,301.08	\$27,600.00	\$0.00	\$21,060.00	\$56,961.08
2	2.3	MTSS - Academic enrichment, intervention, and student support	English Learners Foster Youth Low Income	\$226,978.94	\$133,413.60	\$0.00	\$191,295.22	\$551,687.76
2	2.4	Designated and integrated ELD programs	English Learners	\$122,394.81	\$0.00	\$0.00	\$0.00	\$122,394.81
2	2.5	Support for students with disabilities	Students with Disabilities	\$0.00	\$612,549.06	\$0.00	\$133,695.07	\$746,244.13
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	\$0.00	\$1,296.00	\$1,296.00

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	\$122,788.18	\$0.00	\$0.00	\$0.00	\$122,788.18
3	3.4	Physical education, activity, and fitness	Low Income	\$127,917.69	\$0.00	\$0.00	\$0.00	\$127,917.69
3	3.5	Additional programs and activities that support well-rounded education	English Learners Foster Youth Low Income	\$4,320.00	\$609,663.48	\$0.00	\$21,600.00	\$635,583.48
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	\$125,737.74	\$1,210.50	\$0.00	\$60,076.25	\$187,024.49
4	4.3	MTSS - PBIS and SEL support	English Learners Foster Youth Low Income	\$54,570.40	\$135,843.13	\$0.00	\$12,621.96	\$203,035.49
4	4.4	Annual stakeholder surveys	English Learners Foster Youth Low Income	\$1,620.00	\$0.00	\$0.00	\$0.00	\$1,620.00
4	4.5	Community outreach and partnerships	English Learners Foster Youth Low Income	\$44,800.00	\$124,584.93	\$0.00	\$0.00	\$169,384.93

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
\$2,659,896	\$1,020,360	38.36%	0.00%	38.36%	\$856,708.84	0.00%	32.21 %	Total:	\$856,708.84
								LEA-wide Total:	\$856,708.84
								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	\$17,280.00	
2	2.2	Professional development for high-quality instruction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$8,301.08	
2	2.3	MTSS - Academic enrichment, intervention, and student support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$226,978.94	
2	2.4	Designated and integrated ELD programs	Yes	LEA-wide	English Learners	All Schools	\$122,394.81	
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	\$122,788.18	

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	\$127,917.69	
3	3.5	Additional programs and activities that support well-rounded education	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$4,320.00	
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	\$125,737.74	
4	4.3	MTSS - PBIS and SEL support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$54,570.40	
4	4.4	Annual stakeholder surveys	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,620.00	
4	4.5	Community outreach and partnerships	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$44,800.00	

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)
\$838,425	\$794,292.00	\$1,873,188.18	(\$1,078,896.18)	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	\$6,000.00		
2	2.2	Professional development for high-quality instruction	Yes	\$5,834.00	\$43,500.00		
2	2.3	MTSS - Academic enrichment, intervention, and student support	Yes	\$213,850.00	\$484,824.39		
2	2.4	Designated and integrated ELD programs	Yes	\$116,642.00	\$118,377.57		
3	3.1	College/Career readiness programs and activities	Yes				
3	3.2	STEAM and GATE programs	Yes		\$1,200.00		
3	3.3	Digital literacy and citizenship programs	Yes	\$114,230.00	\$115,947.52		
3	3.4	Physical education, activity, and fitness	Yes	\$123,039.00	\$123,286.34		
3	3.5	Additional programs and activities that support well-rounded education	Yes	\$4,000.00	\$584,607.00		
4	4.1	Seeking family input for decision making	Yes				
4	4.2	Building partnerships with families for student outcomes	Yes	\$110,058.00	\$20,910.50		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
4	4.3	MTSS - PBIS and SEL support	Yes	\$57,139.00	\$84,445.46		
4	4.4	Annual stakeholder surveys	Yes	\$1,500.00	\$1,500.00		
4	4.5	Community outreach and partnerships	Yes	\$35,000.00	\$288,589.40		

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)
\$2,234,785.00	\$838,425	0.00%	37.52%	\$1,873,188.18	0.00%	83.82%	\$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



LCFF Budget Overview for Parents

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

CDS Code: 19-64733-0122747

School Year: 2023-24

LEA contact information:

Dr. Laura Schlottman

Principal

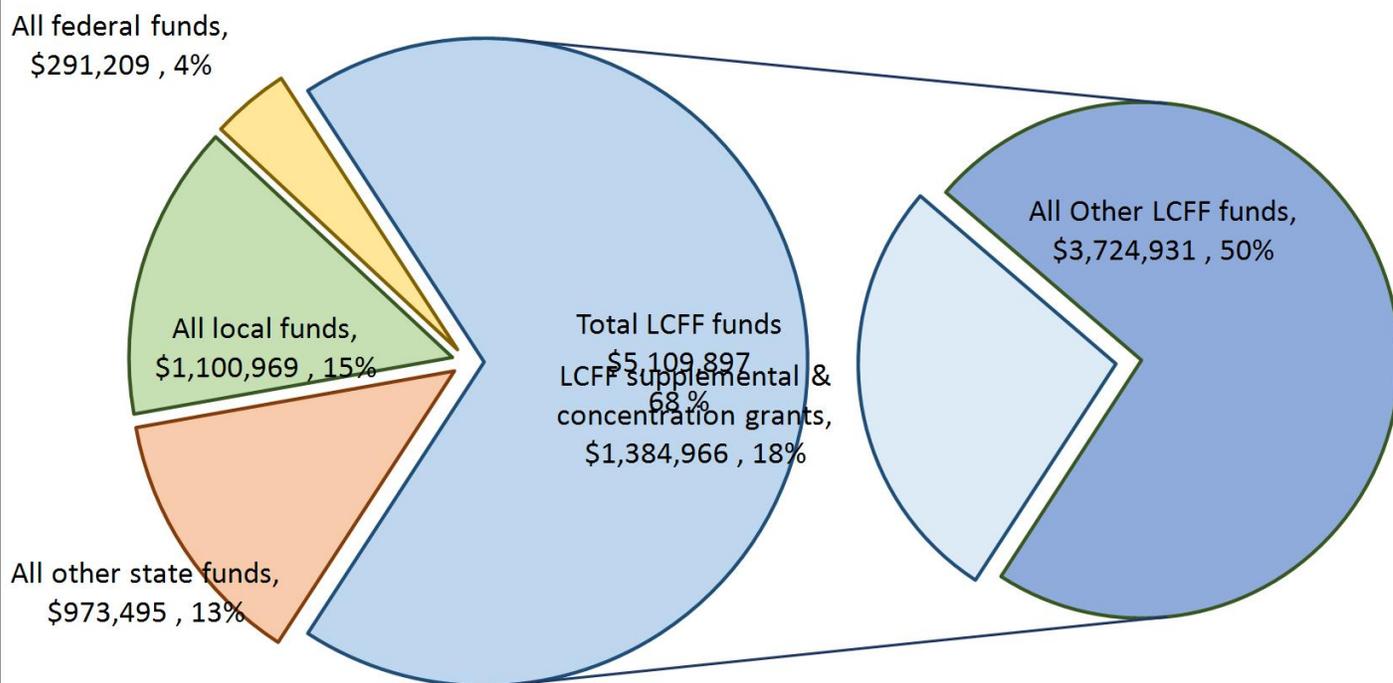
lbschlottman@magnoliapublicschools.org

(323) 826-3925

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

Budget Overview for the 2023-24 School Year

Projected Revenue by Fund Source

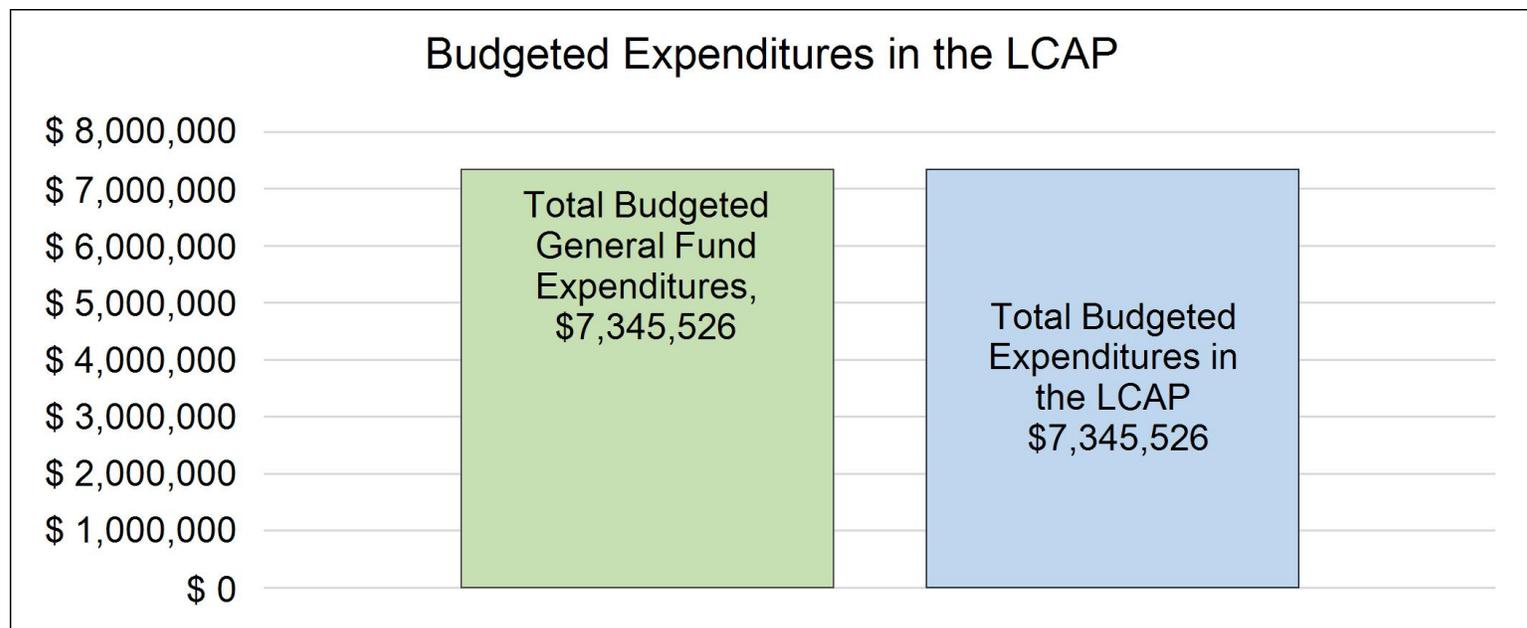


This chart shows the total general purpose revenue Magnolia Science Academy-Bell expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Magnolia Science Academy-Bell is \$7,475,570, of which \$5,109,897 is Local Control Funding Formula (LCFF), \$973,495 is other state funds, \$1,100,969 is local funds, and \$291,209 is federal funds. Of the \$5,109,897 in LCFF Funds, \$1,384,966 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Magnolia Science Academy-Bell plans to spend for 2023-24. It shows how much of the total is tied to planned actions and services in the LCAP.

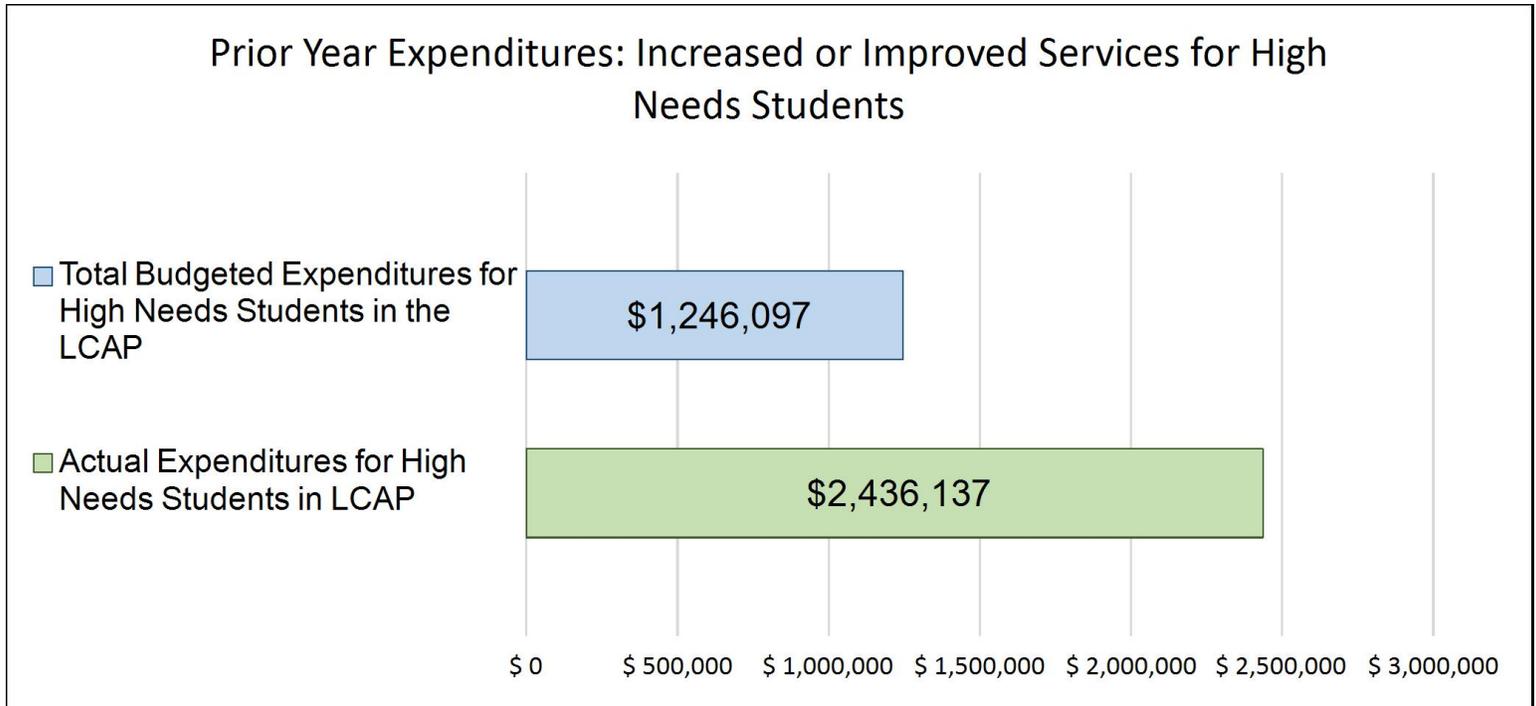
The text description of the above chart is as follows: Magnolia Science Academy-Bell plans to spend \$7,345,526 for the 2023-24 school year. Of that amount, \$7,345,526 is tied to actions/services in the LCAP and \$0 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Increased or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year

In 2023-24, Magnolia Science Academy-Bell is projecting it will receive \$1,384,966 based on the enrollment of foster youth, English learner, and low-income students. Magnolia Science Academy-Bell must describe how it intends to increase or improve services for high needs students in the LCAP. Magnolia Science Academy-Bell plans to spend \$1,453,795 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2022-23



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

The text description of the above chart is as follows: In 2022-23, Magnolia Science Academy-Bell's LCAP budgeted \$1,246,097 for planned actions to increase or improve services for high needs students. Magnolia Science Academy-Bell actually spent \$2,436,137 for actions to increase or improve services for high needs students in 2022-23.



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 400 students in grades 6–8, with classes that average 30 or fewer students. Originally founded in 2010—and here requesting a third five-year charter term—MSA-Bell’s mission is to provide a college preparatory educational program emphasizing STEAM in a safe environment that cultivates respect for self and others. We offer a comprehensive learning experience designed to serve the needs of our students through effective site-based instruction, rich hands-on learning, and foundation skills presented in ways that are relevant and inspiring for our students. Classroom instruction at MSA-Bell is supplemented by tutoring, after-school programs, and school-to-university links.

Our mission is to provide a college preparatory educational program emphasizing STEAM in a safe environment that cultivates respect for self and others. Graduates of Magnolia Public Schools are scientific thinkers who contribute to the global community as socially responsible and educated members of society.

MSA Bell currently has about 400 students in grades 6th-8th, and mainly draws enrollment from the neighboring communities of the southeast Los Angeles area. MSA Bell has a diverse student population of 90.45% Hispanic/Latino and 7.95% White (Arabic), 84.5% socioeconomically disadvantaged, 10.2% special education, and 12.5% English language learner population.

We offer a comprehensive learning experience designed to serve the needs of our students through effective site-based instruction, rich hands-on learning, and foundational skills presented in ways that are relevant and inspiring for our students. Classroom instruction at MSA Bell is supplemented by tutoring, after-school programs, and family training. MSA Bell has always been upholding the qualities of a community school but this year, the school was awarded an implementation grant for Community Schools.

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 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, 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 educational partner 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 educational partners 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 educational partner 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 educational partners. 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 educational partners 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 educational partners 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.

In addition to ensuring access to fully credentialed teachers, aligned instructional materials, and safe school facilities, providing basic services also involves adhering to the MPS Wellness Policy and encouraging participation in school meal programs. These measures contribute to the overall well-being and academic success of students.

It is well-established through research that when students are provided with these essential services, their learning outcomes improve. By ensuring that all students have access to qualified teachers who specialize in their respective subject areas, Charter School can enhance the quality of education and promote subject-specific expertise.

Moreover, having instructional materials aligned with state standards helps maintain consistency and coherence in the curriculum, enabling students to meet the expected learning outcomes. These materials can include textbooks, workbooks, online resources, and other relevant educational tools necessary for effective teaching and learning.

Safe and properly maintained school facilities are crucial for creating an environment conducive to learning. This includes maintaining clean and functional classrooms, libraries, laboratories, and recreational areas. Charter School should prioritize the safety and security of students and staff, ensuring that necessary measures are in place to prevent accidents and respond promptly to emergencies.

By adhering to the MPS Wellness Policy, Charter School can contribute to the physical and mental well-being of students. The policy may include guidelines for nutrition, physical activity, mental health support, and other aspects of student wellness. Encouraging participation in school meal programs helps ensure that students have access to nutritious meals, which are vital for their overall health and ability to focus on their studies.

To support and hold Charter School accountable for compliance and meeting charter goals, the MPS Home Office will provide various services. These services may include academics, accountability, operations, IT support, facility management, finance and accounting, human resources, and external relations. This comprehensive support system helps Charter School function smoothly and efficiently, ensuring that resources are appropriately allocated and goals are met.

Charter School will implement the actions outlined under this goal, aiming to provide high-quality basic services and maintain a conducive learning environment. To measure progress in achieving this objective, specific metrics can be employed. These metrics may include student attendance rates, academic achievement scores, student and teacher satisfaction surveys, facility maintenance reports, and compliance with the MPS Wellness Policy. Regular assessment of these metrics will help identify areas for improvement and ensure that Charter School continues to provide the necessary basic services to support student success.

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-aligned instructional materials for use at school and at home (Source: Local Indicator Priority 1)	2020-21: 0%	2021-22: 0%	2022-23: 0%		2023-24: 0%
Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)	2020-21: 0	2021-22: 0	2022-23: 0		2022-23: 0

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(Source: Local Indicator Priority 1)					
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 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.	\$20,500.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>Expenditures associated with this action include the following: Payroll fees, teacher credentialing expenses, recruitment expenses (sign-in bonus, livescan/fingerprinting fees, etc.), Paycom/payroll fees, and 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> <p>Expenditures associated with this action include the following: Depreciation, technology, Telecom/Internet, 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: \$909.00 (Title II), used for technology.</p>	\$640,645.23	No

Action #	Title	Description	Total Funds	Contributing
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 services, Non instructional student support, and insurance costs (workers compensation, CharterSAFE, etc.)</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>	\$598,663.44	No

Action #	Title	Description	Total Funds	Contributing
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>	\$60,000.00	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 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 (CMO fees), authorizer oversight fees, professional services, audit fees, bank fees, legal fees (YM&C, etc.),</p>	\$964,263.89	No

Action #	Title	Description	Total Funds	Contributing
		and other back-office related expenses (Adaptive Insights, DataWorks, etc.) The following expenditures will be funded by federal Title funds: N/A		

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: No substantive difference, teacher assignments and hiring process was similar to baseline year. Charter School and the MPS Human Resources team will conduct credential, background, and TB clearance reviews as part of the hiring process and at least once throughout the year to ensure all credentials are properly maintained. Charter School will support our teachers' credentialing needs. Charter School will also annually review master schedules and teacher assignments to ensure teachers are appropriately assigned and fully credentialed in the subject area and for the students they are teaching. Charter School uses a Human Resource Information System (HRIS) to automate employee documentation.

MPS Home Office HR team acts as a liaison between employees and provides administrative support as needed (e.g., correspondence generation, record keeping, file maintenance, HRIS entry, etc.) The HR team also provides reports to the Board and school administrators in regards to teacher retention, performance, pay scale, vacancies, recruitment efforts, credentials, mandatory trainings, and other HR related matters. Expenditures associated with this action include the following: teacher credentialing expenses, recruitment expenses (sign-in bonus, live scan/fingerprinting fees, etc.), Paycom/payroll fees, retirement service fees, and performance pay.

Goal 1 Action 2: There was 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.

All were in compliance for the current academic year. Charter School will manage the acquisition, distribution, and maintenance of equipment, materials, and technology needed to meet the academic, linguistic, cultural, social-emotional, and physical requirements of students. Charter School will annually review alignment of instructional materials to standards and maintain an inventory of instructional materials and corresponding purchases of materials. Charter School will annually review budgets and plans to ensure adequate budget for instructional materials. Charter School will ensure that students have sufficient access to standards aligned instructional materials, including technology-based resources. Charter School will provide effective access and integration of technology resources, including software and mobile devices, that ensure meaningful access to CA Content Standards aligned instructional programs.

Goal 1 Action 3: No substantive difference. Cleaning Charter School will strive to maintain a clean, safe, environmentally friendly, and inviting school that is worthy of our students, families, and staff and encourages successful teaching and learning. Charter School will continually improve and maintain facilities to ensure school safety, security and high quality learning and working environments. Charter School will do annual and monthly facility inspections to screen for ADA compliance and safety hazards; identified deficiencies will be quickly remedied. Maintenance and repairs will be provided by Charter School custodial staff and/or outsourced. As a STEAM focused school we aim to operate in a sustainable and environmentally responsible manner. Charter School will develop and monitor comprehensive safety and security plans, conduct necessary safety training for all staff and continue to work with stakeholders and experts to implement emergency and risk management procedures for individuals and the site. Charter School will procure and maintain necessary safety/emergency supplies, equipment and items. Charter School will establish schedules and procedures for the supervision of students in non-classroom areas, including before and after school.

Goal 1 Action 4: No substantive difference. Charter School will adhere to the MPS Wellness Policy guidelines on nutritious foods for all food sales and celebrations. The meal program aims to improve the diet and health of our students, help mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support healthy choices while accommodating cultural food preferences and special dietary needs. Charter school continues to use LAUSD LA Cafe's services and pays directly for their services.

Goal 1 Action 5: There was a substantive difference because we had an increase of legal fees and WASC accreditation fees. The MPS Home Office provides services to the Charter School, supports and holds accountable the Charter School for compliance and meeting charter goals, provides best practices in curriculum and professional development, and sets up systems and processes that support academic achievement and growth, operational effectiveness, and financial sustainability.

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

Goal 1 Action 1

Budgeted \$20,500.00

Actual \$20,500.00

No material differences between budgeted expenditures and estimated actual expenditures.

Goal 1 Action 2

Budgeted \$406,278.00

Actual \$664,494.40

There was 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 chromebooks that were damaged and increased student access to their instructional materials.

Goal 1 Action 3

Budgeted \$554,835.00

Actual \$590,663.44

No substantive difference.

Goal 1 Action 4

Budgeted \$102,000.00

Actual \$107,000.00

No substantive difference.

Goal 1 Action 5

Budgeted \$833,118.00

Actual \$971,304.12

There was a substantive difference because we had an increase of legal fees and WASC accreditation fees.

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

All courses have an assigned staff with proper credentials/permits": This implies that every course in the school has a designated staff member who possesses the necessary qualifications and permits to teach that particular subject. It ensures that the teachers are appropriately qualified to deliver the content and meet the educational standards required for each course.

This year the school purchased CCSS aligned History curriculum with online access and fully adopted the McGraw Hill Math and Study Sync Curriculum for English: This indicates that the school has made specific curriculum choices for History, Math, and English subjects. The History curriculum aligns with the Common Core State Standards (CCSS), which provide a set of learning objectives for each grade level to ensure consistency and quality in education. Additionally, the school has adopted the McGraw Hill Math and Study Sync Curriculum for Math and English, respectively. These curricula are widely recognized and used in many educational institutions.

There has one vacancy that ran until February 2023, for math: This suggests that there was a vacancy in the Math department at the school. This position remained unfilled until February 2023, indicating that there was a shortage of a Math teacher during that period.

All positions were fully staffed as of February 2023: However, the good news is that by February 2023, all positions in the school were filled. This implies that the vacancy in the Math department was successfully filled, and the school had a complete staff in place.

We did have a high number of teachers absent this school year due to COVID or COVID-like symptoms: This highlights the impact of the COVID-19 pandemic on the school. Throughout the school year, there were a significant number of teachers who were absent due to COVID-19 or symptoms similar to those of COVID-19. This situation may have posed challenges in maintaining a consistent teaching staff and necessitated the need for substitutes or alternative teaching arrangements.

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 higher number of teaching staff who held permits. This suggests that some teachers may have been in the process of obtaining their full credentials or permits, indicating that they were still completing the necessary requirements to become fully qualified teachers. However, in the 2023 school year, the number of staff members on permits was reduced. This implies that more teachers had obtained their full credentials, indicating an increase in the number of fully qualified teachers at Magnolia.

An example mentioned is the Spanish teaching position, which was filled by a fully credentialed teacher. This means that the school was able to secure a qualified teacher with the appropriate credentials to teach Spanish. Hiring fully credentialed teachers ensures that students receive instruction from educators who have met the required standards and possess the necessary qualifications in their subject areas.

To ensure that all teachers meet the necessary qualifications, Magnolia continues to work alongside a credential specialist from the Los Angeles County Office of Education (LACOE). This specialist assists in reviewing the qualifications of the teaching staff, ensuring that they meet the required standards and possess the necessary credentials. This collaborative effort with the LACOE credential specialist demonstrates the school's commitment to maintaining a high level of teacher qualifications and providing support to ensure that teachers successfully complete any new teacher programs or requirements.

By reviewing staff qualifications and providing the necessary support, Magnolia aims to ensure that their teaching staff is well-prepared and equipped to meet the educational needs of their students. This commitment to ongoing professional development and compliance with credentialing requirements ultimately contributes to the overall quality of education at the 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.

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"> • Hispanic: 42.69% • White: 38.71% <p>We have used the Measures of Academic Progress (MAP)-Reading assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 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: 43.62% • English Learners: 7.94% • Students with Disabilities: 8.82% • Hispanic: 42.32% 		<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"> White: 52.00% <p>IAB ELA Level 3 and 4 Projection (5/12/23):</p> <ul style="list-style-type: none"> All Students: 56.13% 		
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: 17.7 points below standard English Learners: 70.7 points below standard Socioeconomically Disadvantaged: 19.8 points below standard Students with Disabilities: 88.3 points below standard Homeless: 24.9 points below standard 	<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> <ul style="list-style-type: none"> All Students: 42.8% 	<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 below standard 		<p>2022-23: (2023 Dashboard)</p> <ul style="list-style-type: none"> All Students: 11.0 points below standard English Learners: 64.0 points below standard Socioeconomically Disadvantaged: 12.0 points below standard Students with Disabilities: 77.0 points below standard Homeless: 17.0 points below standard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<ul style="list-style-type: none"> Hispanic: 15.7 points below standard White: 37.8 points above standard 	<ul style="list-style-type: none"> English Learners: 34.2% Students with Disabilities: 50.0% Hispanic: 42.6% White: 45.2% 	<ul style="list-style-type: none"> Hispanic: 24.1 points below standard White: 37.1 points below standard 		<ul style="list-style-type: none"> 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: 49.6% English Learners: 37.9% Students with Disabilities: 58.8% Hispanic: 49.1% White: 64.0% 		2023-24: <ul style="list-style-type: none"> All Students: 65.0% English Learners: 65.0% Socioeconomically Disadvantaged: 65.0% Students with Disabilities: 65.0% Hispanic: 65.0% White: 65.0%
Percentage of students meeting or exceeding standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)	2018-19: <ul style="list-style-type: none"> All Students: 23.86% English Learners: 5.00% 	CAASPP-Mathematics assessments were waived during the 2019-20 and 2020-21 school years.	2021-22: <ul style="list-style-type: none"> All Students: 23.32% English Learners: 0.00% 		2022-23: <ul style="list-style-type: none"> All Students: 30.00% English Learners: 12.00%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<ul style="list-style-type: none"> • Socioeconomically Disadvantaged: 23.53% • Students with Disabilities: 10.20% • Hispanic: 23.73% • White: 24.39% 	<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% <p>IAB Math Level 3 and 4 Projection (5/13/22):</p>	<ul style="list-style-type: none"> • Socioeconomically Disadvantaged: 24.05% • Students with Disabilities: 6.26% • Hispanic: 22% • White: 32.26% <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: 20.32% 		<ul style="list-style-type: none"> • 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
		<ul style="list-style-type: none"> All Students: 41.27% 	<ul style="list-style-type: none"> English Learners: 3.17% Students with Disabilities: 5.88% Hispanic: 18.95% White: 36.00% <p>IAB MATH Level 3 and 4 Projection (5/12/23):</p> <ul style="list-style-type: none"> All Students: 28.88% 		
<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: 74.0 points below standard English Learners: 127.0 points below standard Socioeconomically Disadvantaged: 73.8 points below standard 	<p>CAASPP-Mathematics assessments were waived during the 2019-20 and 2020-21 school years. Hence, the 2021 Dashboard data is not available.</p> <p>We have used the Measures of Academic Progress (MAP)-Mathematics assessment to measure the percentage of students meeting their growth projections</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: 78.9 points below standard 		<p>2022-23: (2023 Dashboard)</p> <ul style="list-style-type: none"> All Students: 68.0 points below standard English Learners: 110.0 points below standard Socioeconomically Disadvantaged: 68.0 points below standard

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: 142.9 points below standard Homeless: 53.0 points below standard Hispanic: 74.3 points below standard White: 73.4 points above standard 	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: 47.8% English Learners: 41.7% Students with Disabilities: 53.3% Hispanic: 46.8% White: 56.7% 	<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 		<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)	2020-21: <ul style="list-style-type: none"> All Students: 48.5% English Learners: 57.1% Socioeconomically Disadvantaged: 47.2% Students with Disabilities: 42.5% Hispanic: 47.1% 	Fall 2021 to Spring 2022 MAP Mathematics - Percent Met Growth Projection: <ul style="list-style-type: none"> All Students: 47.8% English Learners: 41.7% Students with Disabilities: 53.3% Hispanic: 46.8% 	Fall 2022 to Spring 2023 MAP Mathematics - Percent Met Growth Projection: <ul style="list-style-type: none"> All Students: 44.8% English Learners: 37.3% Students with Disabilities: 50.0% Hispanic: 43.9% 		2023-24: <ul style="list-style-type: none"> All Students: 65.0% English Learners: 65.0% Socioeconomically Disadvantaged: 65.0% Students with Disabilities: 65.0% Hispanic: 65.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<ul style="list-style-type: none"> White: 65.7% 	<ul style="list-style-type: none"> White: 56.7% 	<ul style="list-style-type: none"> White: 56.0% 		<ul style="list-style-type: none"> 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 ELPAC Percentage of Students Level 4: 23%	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: 22.64%		2023-24: 15.0%
Percentage of students meeting or exceeding standard	2018-19: <ul style="list-style-type: none"> All Students: 29.77% 	CAST assessments were waived during	2021-22: <ul style="list-style-type: none"> All Students: 20.00% 		2022-23: <ul style="list-style-type: none"> All Students: 35.00%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
on the CAASPP-Science assessments (Source: CDE DataQuest)	<ul style="list-style-type: none"> English Learners: 0.00% Socioeconomically Disadvantaged: 30.87% Students with Disabilities: 4.55% Hispanic: 31.90% White: 7.69% 	the 2019-20 and 2020-21 school years.	<ul style="list-style-type: none"> English Learners: 0.00% Socioeconomically Disadvantaged: 17.99% Students with Disabilities: 0.00% Hispanic: 20.00% 		<ul style="list-style-type: none"> English Learners: 10.00% Socioeconomically Disadvantaged: 37.00% Students with Disabilities: 11.00% Hispanic: 37.00% White: 14.00%

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Broad course of study and standards-based curriculum	Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest. Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student groups. All students will participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner outcomes, academic standards, and college- and career-readiness standards. The school will be appropriately staffed to implement the school master schedule.	\$1,392,617.90	No

Action #	Title	Description	Total Funds	Contributing
		<p>Expenditures associated with this action include the following: teacher salaries and benefits, principal salary, unemployment insurance, benefits, and substitute teacher expenses.</p> <p>The following expenditures will be funded by federal Title I funds: Unemployment Insurance, Health & Welfare benefits, OASDI/Medicare, STRS, and Teacher Salaries. 3500 Unemployment Insurance \$537.41 3400 Health & Welfare Benefits \$9,057.70 3300 OASDI/Medicare \$1,558.49 3100 STRS \$20,529.02 1100 Teacher Salaries \$98,208.00</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>	\$65,268.00	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 Prof Dev-Other: \$20,384.00 4127 Title IV, Part A : Prof Development \$4,500.00 		
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</p>	\$654,581.41	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>after school, Saturday school, and summer school, NWEA MAP testing fees, Illuminate DnA fees, and evidence-based supplemental intervention/enrichment program fees (IXL, Accelerated Reader, Paper, BrainPOP, Cityspan, Newsela, and myON.)</p> <p>The following expenditures will be funded by federal Title funds: 4127 Title IV, Part A ESEA (ESSA) 4340 Education Software: \$11,180.00 3010 Title I 4340 Education Software: \$14,325.00 3010 Title I 3500 Unemployment Insurance: \$531.65 3010 Title I 3300 OASDI/Medicare: \$1,541.78 3010 Title I 3100 STRS: \$20,309.03 3010 Title I 1300 Cert Admins: \$4,000.00 3010 Title I 1100 Teacher Salaries: \$102,330.00</p>		
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</p>		Yes

Action #	Title	Description	Total Funds	Contributing
		<p>communication with families of EL students regarding annual assessments, program supports and services, and students' progress toward reclassification. This notification will include, but is not limited to, annual parent notification letters, quarterly ELAC meetings, and parent-teacher conferences.</p> <p>Expenditures associated with this action include the following: 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>		
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</p>	\$1,137,691.24	No

Action #	Title	Description	Total Funds	Contributing
		<p>benefits, outsourced SPED services fees, and SPED instructional materials and technology.</p> <p>The following expenditures will be funded by federal Title funds: \$8,000 (Non-personnel): Title IV, Part A ESEA (ESSA), Professional Services</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: No substantive differences in teacher assignments or curriculum. The hiring process was similar to baseline year.

Goal 2 Action 2: No difference in planned action and actual implementation of actions as it relates to professional development.

Goal 2 Action 3: No substantive difference in planned action and actual implementation of actions as it relates to MTSS implementation and data informed instruction.

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.

Goal 2 Action 5: No substantive difference in planned action and actual implementation of actions as it relates to services provided for students with disabilities.

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

Goal 2 Action 1

Budgeted \$1,473,744.00

Actual \$1,405,310.63

There was only a minor difference between Budgeted Expenditures and Estimated Actual Expenditures due to increased in baseline compensation for all certificated staff.

Goal 2 Action 2

Budgeted \$59,268.00

Actual \$59,268.00

There was no difference.

Goal 2 Action 3

Budgeted \$575,345.00

Actual \$558,394.22

There was only a minor difference between Budgeted Expenditures and Estimated Actual Expenditures.

Goal 2 Action 4

Budgeted \$-

Actual \$92,796.93

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.

Goal 2 Action 5

Budgeted \$1,149,956.00

Actual \$921,604.22

There was only a minor difference between Budgeted Expenditures and Estimated Actual Expenditures.

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 (Action 4 and 5) of the school was to support student growth, particularly in English Language Development (ELD) and Special Education (SPED). The actions taken to achieve this goal have been successful, as evidenced by the positive outcomes observed.

One of the key factors contributing to the success was the effectiveness of the ELD Coordinator, who was well-equipped to support the students. This coordinator played a crucial role in implementing strategies and providing guidance to students who were learning English as an additional language. Their expertise and support contributed significantly to the growth of these students.

As a result of the coordinated efforts, the school saw ten students being reclassified during the year. This means that these students, who were previously identified as English language learners, have made significant progress in their language proficiency and academic skills.

Out of the ten reclassified students, two achieved the necessary criteria for reclassification during the winter, and eight accomplished the same by the spring. This demonstrates the effectiveness of the ELD program and the support provided to these students.

Furthermore, the growth and progress of students in the SPED program were also notable. While specific data is not provided, it is mentioned that the SPED students showed growth in their academics. This indicates that the interventions, support, and accommodations provided to students with special needs have been effective in improving their learning outcomes.

To further assess and measure the progress made by students, the school is awaiting MAP data. The MAP (Measures of Academic Progress) assessment is a widely used tool that measures students' academic growth over time. By analyzing this data, the school will be able to evaluate the overall impact of the implemented strategies and interventions on student achievement.

The successful reclassification of ELD students and the observed growth in SPED students' academics indicate that the actions taken to support student growth have yielded positive outcomes. These achievements are a testament to the dedicated efforts of the ELD Coordinator, the school staff, and the support systems in place to meet the unique needs of students in ELD and SPED 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.

This year, one of the most significant changes implemented in the school is the increased professional development opportunities for the English Language Development (ELD) coordinator. By attending more professional development sessions, the ELD coordinator is enhancing their knowledge and skills in supporting English language learners effectively. This professional growth translates into improved instruction and strategies for the ELD students, enabling them to make greater progress in their language acquisition and academic development.

Another major change is the adoption of the Study Sync curriculum for both English and ELD classes. Previously, the school relied on a digital platform for these subjects, but now they have transitioned to a new curriculum that aligns with their Charter Management Organization (CMO). This alignment ensures consistency and coherence in the instructional materials and approaches used across the organization, providing a unified educational experience for students. By implementing the Study Sync curriculum, the school is equipped with a comprehensive and research-based program that supports language development, critical thinking, and literacy skills for students in both English and ELD classes.

Overall, these changes reflect the school's commitment to continuously improving their ELD program and English instruction. Through increased professional development for the ELD coordinator and the adoption of a new curriculum aligned with our CMO, the school is providing enhanced learning opportunities for their students, fostering their language proficiency, and supporting their academic growth in English and beyond.

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>	\$1,001.00	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>	\$366,124.78	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>	\$677,333.97	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

Budgeted \$-

Actual \$-

No differences between Budgeted Expenditures and Estimated Actual Expenditures.

Goal 3 Action 2

Budgeted \$74,001.00

Actual \$1,001.00

We spent less this year because last year we purchased a one-time investment on our STEAM labs, and this year we just had to restock the supplies. Next year, we plan to invest some additional funds in our art and music program.

Goal 3 Action 3

Budgeted \$8,720.00

Actual \$8,720.35

No differences between Budgeted Expenditures and Estimated Actual Expenditures.

Goal 3 Action 4

Budgeted \$255,795.00

Actual \$273,610.79

No major differences between Budgeted Expenditures and Estimated Actual Expenditures. The differences is due to the increase in base salary for all teachers.

Goal 3 Action 5

Budgeted \$660,621.00

Actual \$725,461.17

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.

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

The introduction of the STEAM (Science, Technology, Engineering, Arts, and Mathematics) lab has proven to be a tremendous success for the school. The STEAM lab provides a dedicated space for students to engage in hands-on, project-based learning that integrates multiple

disciplines. This immersive learning environment has had a profound impact on the quality of STEAM projects produced by students throughout the year.

With the establishment of the STEAM lab, students have been able to explore and apply their knowledge and skills in a collaborative and innovative setting. This has resulted in an evident increase in the quality of the projects produced. Students have been able to experiment, design, and create using a wide range of tools, technologies, and materials available in the lab. The integration of arts and creativity into the STEM disciplines has further enhanced the students' problem-solving abilities, critical thinking skills, and overall engagement in the learning process.

The recognition of the school's STEAM projects is exemplified by the achievements in the MPS (Magnolia Public School) STEAM Expo. Winning first and second places in this prestigious event is a testament to the dedication and hard work of both the students and the educators involved. These accolades not only showcase the students' talents and abilities but also demonstrate the effectiveness of the school's STEAM program and its commitment to providing high-quality educational experiences.

As a result of these accomplishments, the school has observed an increase in enrollment numbers. Word of mouth about the high-quality STEAM programs and the success of students in various competitions has spread among parents and the community. This positive reputation has attracted more parents to choose the school for their children's education. The growing enrollment numbers are a clear indication that the school's commitment to offering high-quality programs is being recognized and valued by parents who seek the best educational opportunities for their children.

Overall, the introduction of the STEAM lab, the increased quality of STEAM projects, and the success in competitions have not only enriched the educational experiences of students but also contributed to the school's reputation as a provider of exceptional programs. These achievements have undoubtedly played a significant role in the increasing enrollment numbers, as parents recognize and appreciate the high standard of education offered by the school.

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

The school has identified a couple of specific areas for improvement and goals to focus on. One objective is to establish a uniform number of field trips by grade level. This means that the school aims to provide an equal and consistent number of field trips for students across different grade levels. By implementing this change, the school intends to ensure that all students have equitable opportunities to participate in enriching and educational experiences outside of the classroom. Field trips offer students the chance to apply their learning in real-world contexts, explore new environments, and foster a deeper understanding of various subjects.

Another goal is to increase student satisfaction rates. The school recognizes the importance of student feedback and aims to enhance the overall experience for students. By actively seeking and considering student perspectives, the school can identify areas for improvement, implement necessary changes, and ensure that students feel valued, supported, and engaged in their educational journey. Higher student

satisfaction rates indicate that students are more content, motivated, and invested in their learning, which can contribute to improved academic performance and overall well-being.

To increase student voice and engagement in the community, the school plans to enhance the capacity of the community school coordinator and student ambassador coordinator. These coordinators play critical roles in facilitating student involvement and fostering connections between the school and the broader community. By strengthening the capacity of these positions, the school aims to provide more opportunities for students to actively participate in community initiatives, share their perspectives, and contribute to decision-making processes. This initiative promotes student empowerment, leadership development, and a sense of belonging, ultimately enhancing student engagement and the positive impact students can have within their community.

By focusing on these goals, the school demonstrates its commitment to providing well-rounded educational experiences and prioritizing student satisfaction and engagement. The uniform number of field trips aims to ensure equal access to enriching experiences, while increasing student satisfaction rates and promoting student voice and engagement nurtures a supportive and empowering learning environment. These efforts contribute to the overall success and growth of the 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
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)/ PAC 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 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: 3010 Title I 5800 Professional Services: \$7,500.00 3010 Title I 3500 Unemployment Insurance: \$30.00 3010 Title I 3300 OASDI/Medicare: \$87.00 3010 Title I 3100 STRS: \$1,146.00 3010 Title I 1100 Teacher Salaries: \$6,000.00</p>	\$284,905.33	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>	\$323,651.60	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Expenditures associated with this action include the following: Dean of Students salary and benefits, office/attendance clerk salaries and benefits, school uniform fees, PBIS, and SEL support, SEL program fees, outsourced SEL services fees, and additional services for homeless students.</p> <p>The following expenditures will be funded by federal Title funds: 3010 Title I 4310 Ins Mats & Sups: \$4,053.00</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: N/A</p>	\$2,000.00	Yes
4.5	Community outreach and partnerships	Charter School will establish community, business, institutional and civic partnerships that invest in and support the vision and goals of the	\$143,888.86	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>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>		

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 paid through Home Office budget.

Goal 4 Action 2: Planned Actions - Infinite Campus SIS fees, ParentSquare software fees, SchoolMint software fees, home-visit compensation, parent activity/event expenses, Pitney Bowes expenses, and Office manager/Administrative assistant salaries and benefits. Actual Implementation of Actions - All planned actions were implemented, however less Home Visits were conducted than our original goal of 20% of our student population. Only 13% of our students received a Home Visit this year, last year it was only 2%. This is attributed to teachers not feeling comfortable with participating due to the COVID-19 virus or because we need to provide more training on how to conduct home visits. The virtual Home Visit policy was approved by our Board but our numbers remained low this year due to many other priorities. Also, although we had a lot of parent activities planned, the number of parents/guardians who participated increased from 2-3 to 15-40+ this school year.

Goal 4 Action 3: Planned Actions - Office/attendance clerk salaries and benefits, school uniform fees, PD on classroom management, PBIS, and SEL support, SEL program fees, outsourced SEL services fees, and additional services for homeless students. Actual Implementation of Actions - All planned actions were implemented. Additional SEL PD for staff and SEL programs for students were added throughout the year

to address the high level of needs exhibited by students upon their return to in-person learning. All students received one free set of school uniforms at the start of the school year.

Goal 4 Action 4: Planned Actions - Panorama Education survey fees. Actual Implementation of Actions - All planned actions were implemented. 80% of families, 100% of students, and 100% of staff members completed the Educational Partner survey in Spring 2022. Our school received an approval rating of 96% by families, 72% by students, and 84% by staff.

Goal 4 Action 5: Planned Actions - membership fees (CCSA, WASC, etc.), Actual Implementation of Actions - All planned actions were implemented. Additional funding was allocated to marketing, branding, outreach, and partnership expenses to assist us with enrollment needs due to students moving out of state and participation in applying for the Community Schools Planning Grant which we received.

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

Goal 4 Action 1

Budgeted \$-

Actual \$-

There was no difference between budgeted expenditures and estimated actual expenditures.

Goal 4 Action 2

Budgeted \$269,147.00

Actual \$265,539.00

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.

Goal 4 Action 3

Budgeted \$343,597.00

Actual \$335,905.62

There was a small difference between budgeted expenditures and estimated actual expenditures.

Goal 4 Action 4

Budgeted \$2,000.00

Actual \$2,000.00

There was no difference between budgeted expenditures and estimated actual expenditures.

Goal 4 Action 5

Budgeted \$268,160.00

Actual \$359,805.76

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.

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 has made notable progress in increasing parent engagement, as evidenced by the increased participation in the educational partner surveys. Educational partner surveys serve as an important tool for gathering feedback and insights from parents, allowing them to contribute their perspectives and opinions regarding their child's education and overall school experience. The fact that more parents are actively participating in these surveys indicates a growing engagement and interest in being involved in their child's education.

Moreover, the increase in home visit numbers further demonstrates the school's commitment to fostering strong connections with parents and families. Home visits provide an opportunity for teachers or school staff to visit students' homes, creating a more personal and inclusive relationship with families. These visits facilitate open communication, strengthen the home-school partnership, and enable educators to gain a deeper understanding of students' backgrounds and contexts. Although the school may have fallen slightly short of meeting its target for home visits, the fact that there has been an increase overall indicates a proactive effort to engage with families outside of the traditional school setting.

By actively seeking feedback through surveys and conducting home visits, the school has gained valuable insights into areas that require attention and improvement. The survey results have likely highlighted specific areas of focus where the school can make necessary adjustments and enhancements. This information allows school leadership to identify areas of strength and areas that need improvement, enabling them to implement targeted strategies and initiatives for school improvement. The commitment to receiving meaningful feedback demonstrates the school's dedication to continuous growth and enhancement, ensuring that the education provided aligns with the needs and expectations of students and their families.

Overall, the positive trend in parent engagement, reflected through increased survey participation and home visits, has supported the school's efforts to gather meaningful feedback and improve various aspects of the educational experience. This collaborative approach between the school and parents enhances communication, fosters a sense of shared responsibility, and ultimately leads to a stronger and more inclusive school community.

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.

While there may not be any changes to the overall goal of the school, there is a clear focus on investing additional resources in community engagement efforts and improving the school's culture. These initiatives demonstrate a proactive approach to strengthening relationships with the community and enhancing the overall school environment.

By investing more resources in community engagement, the school is acknowledging the importance of building strong connections with the surrounding community. This may involve partnering with local organizations, hosting community events, or creating opportunities for community members to actively participate in the school's activities. Such efforts can foster a sense of belonging and collaboration, establishing the school as an integral part of the wider community. Increased community engagement can lead to valuable partnerships, additional resources, and a shared commitment to the success of the school and its students.

Working on improving the school's culture reflects a commitment to creating a positive and inclusive learning environment. A healthy school culture nurtures positive relationships, promotes respect and understanding, and values the diverse backgrounds and perspectives of students, staff, and families. This may involve implementing programs to address social-emotional learning, promoting diversity and inclusion, or providing professional development opportunities for staff members to cultivate a positive school climate. By prioritizing the school's culture, students and staff can thrive in an environment that supports their well-being, encourages growth, and enhances the overall educational experience.

Overall, the decision to invest more resources in community engagement and improve the school's culture demonstrates a proactive and forward-thinking approach. These initiatives can have a significant impact on the overall success of the school, fostering stronger community ties, enhancing student experiences, and creating a positive and inclusive environment where everyone feels valued and supported. By continuously striving to improve community engagement and school culture, the school is taking important steps towards achieving its goals and ensuring a high-quality educational experience for all stakeholders involved.

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)
\$1,384,966	\$171,086.08

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
37.18%	0.00%	\$0.00	37.18%

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 cooperative 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, English Learner Advisory Committee (ELAC) meetings, Coffee with the Principal meetings, and Board of Directors meetings. Parents on our PTF 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 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 educational partner 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 educational partner 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 educational partner surveys in Goal 4: Action 4.

- Goal 4: Action 4: Annual educational partner 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. Educational partner 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 educational partners 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 educational partners 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 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. 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 educational partners, 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, and including students that attend Saturday school and stay after school.

- 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. The ELD coordinator will lead more targeted training to new teachers and offer push in support and guidance to all teachers.

- 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. The school will increase the Saturday Parent College offerings and will also continue to increase college field trips.

- 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, STEAM lab, 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, intramural 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, English Learner Advisory Committee (ELAC) meetings, Coffee with the Principal meetings, and Board of Directors meetings. Parents on our PTF 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 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 educational partner surveys

Charter School will annually administer school experience surveys to students, parents, and staff. Charter School will implement the CORE DISTRICTS Survey instrument to assess our educational partners' perceptions of the following school climate indicators: climate of support for academic learning; knowledge and fairness of discipline, rules and norms; safety; and sense of belonging (school connectedness). In addition, we ask our educational partners open-ended questions about what they like the best and the least about the school and suggestions for improvement. This feedback instrument provides all staff and school leaders with valuable information about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Our staff will analyze the survey results to identify the greatest progress and needs in order to inform our next steps. 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 educational partners, 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 school has identified specific areas where they plan to allocate additional resources, namely, purchasing literacy books for English learners and enhancing social-emotional learning practices. These targeted investments aim to support student growth and well-being, as well as increase student satisfaction and parent engagement.

The decision to utilize the grant add-on for purchasing literacy books for English learners highlights the school's commitment to supporting the language development and academic success of this specific student population. By providing access to a wide range of high-quality literacy materials, the school aims to foster a love for reading, improve language skills, and promote overall literacy proficiency among English learners. These resources can serve as valuable tools for both teachers and students, enabling engaging and meaningful language instruction that supports language acquisition and academic achievement.

MSA Bell is committed to retaining the employees who were hired using the additional concentration grant add-on funds. These funds were specifically allocated to support the school's efforts in meeting the unique needs of its students and enhancing their educational experience. By retaining these employees, the school recognizes the importance of continuity and the value they bring to the school community.

Additionally, the school recognizes the importance of social-emotional learning (SEL) in promoting students' holistic development. By allocating resources to enhance SEL practices, the school is prioritizing the emotional well-being, interpersonal skills, and overall social development of its students. This investment can involve implementing evidence-based SEL programs, providing professional development opportunities for staff to effectively implement SEL strategies in the classroom, and creating a supportive and nurturing environment that fosters positive relationships and emotional resilience among students.

Furthermore, the school aims to increase student satisfaction and parent engagement by training their staff in community schools practices. Community schools emphasize a collaborative and holistic approach to education by integrating academic instruction with community resources and services. By training staff in community schools practices, the school equips them with the necessary skills and knowledge to effectively engage students, families, and the community at large. This approach fosters a sense of belonging, strengthens partnerships, and creates a supportive educational ecosystem that enhances student success and parent involvement.

Through these targeted investments, the school demonstrates its dedication to providing comprehensive support to students. By focusing on literacy development, social-emotional learning, and community engagement, the school aims to create an inclusive and nurturing environment that promotes academic growth, well-being, and meaningful connections with families and the broader community. These efforts reflect a commitment to the holistic development of students and the continuous improvement of the overall educational experience at the school.

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	\$4,941,660.80	\$1,688,340.17		\$711,855.68	\$7,341,856.65	\$4,641,549.34	\$2,700,307.31

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	\$453,221.17	\$68,797.00		\$118,627.06	\$640,645.23
1	1.3	Clean and safe facilities that support learning	All	\$598,663.44				\$598,663.44
1	1.4	Healthy and nutritious meals	Low Income	\$60,000.00				\$60,000.00
1	1.5	Well-orchestrated Home Office support services	All	\$948,751.89			\$15,512.00	\$964,263.89
2	2.1	Broad course of study and standards-based curriculum	All	\$1,158,272.83	\$104,454.45		\$129,890.62	\$1,392,617.90
2	2.2	Professional development for high-quality instruction	English Learners Foster Youth Low Income	\$13,000.00	\$27,384.00		\$24,884.00	\$65,268.00
2	2.3	MTSS - Academic enrichment, intervention, and student support	English Learners Foster Youth Low Income	\$300,576.08	\$111,625.80		\$242,379.53	\$654,581.41
2	2.4	Designated and integrated ELD programs	English Learners					
2	2.5	Support for students with disabilities	Students with Disabilities	\$308,456.63	\$764,987.53		\$64,247.08	\$1,137,691.24
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			\$1,001.00

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	\$275,261.53	\$90,863.25			\$366,124.78
3	3.5	Additional programs and activities that support well-rounded education	English Learners Foster Youth Low Income	\$358,435.35	\$237,930.73		\$80,967.89	\$677,333.97
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	\$266,510.83			\$18,394.50	\$284,905.33
4	4.3	MTSS - PBIS and SEL support	English Learners Foster Youth Low Income	\$151,290.05	\$158,408.55		\$13,953.00	\$323,651.60
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	\$122,888.86			\$143,888.86

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
\$3,724,931	\$1,384,966	37.18%	0.00%	37.18%	\$1,453,794.84	0.00%	39.03 %	Total:	\$1,453,794.84
								LEA-wide Total:	\$1,453,794.84
								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	\$60,000.00	
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	\$300,576.08	
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	\$275,261.53	
3	3.5	Additional programs and activities that support well-rounded education	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$358,435.35	
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	\$266,510.83	
4	4.3	MTSS - PBIS and SEL support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$151,290.05	
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)
\$1,246,584	\$1,246,097.00	\$2,436,137.34	(\$1,190,040.34)	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	\$59,268.00		
2	2.3	MTSS - Academic enrichment, intervention, and student support	Yes	\$150,481.00	\$552,394.22		
2	2.4	Designated and integrated ELD programs	Yes		\$92,796.93		
3	3.1	College/Career readiness programs and activities	Yes				
3	3.2	STEAM and GATE programs	Yes	\$1.00	\$1,000.00		
3	3.3	Digital literacy and citizenship programs	Yes	\$5,720.00	\$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	\$347,396.00	\$716,461.17		
4	4.1	Seeking family input for decision making	Yes				
4	4.2	Building partnerships with families for student outcomes	Yes	\$194,680.00	\$39,174.50		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
4	4.3	MTSS - PBIS and SEL support	Yes	\$154,024.00	\$330,905.62		
4	4.4	Annual stakeholder surveys	Yes	\$2,000.00	\$2,000.00		
4	4.5	Community outreach and partnerships	Yes	\$21,000.00	\$359,805.76		

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)
\$3,398,679.00	\$1,246,584	0.00%	36.68%	\$2,436,137.34	0.00%	71.68%	\$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

LCFF Budget Overview for Parents

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

CDS Code: 30-76893-0130765

School Year: 2023-24

LEA contact information:

Steven Keskindurk & Maria Czerner-Rowell

Site Director/Secondary Principal & Elementary Principal

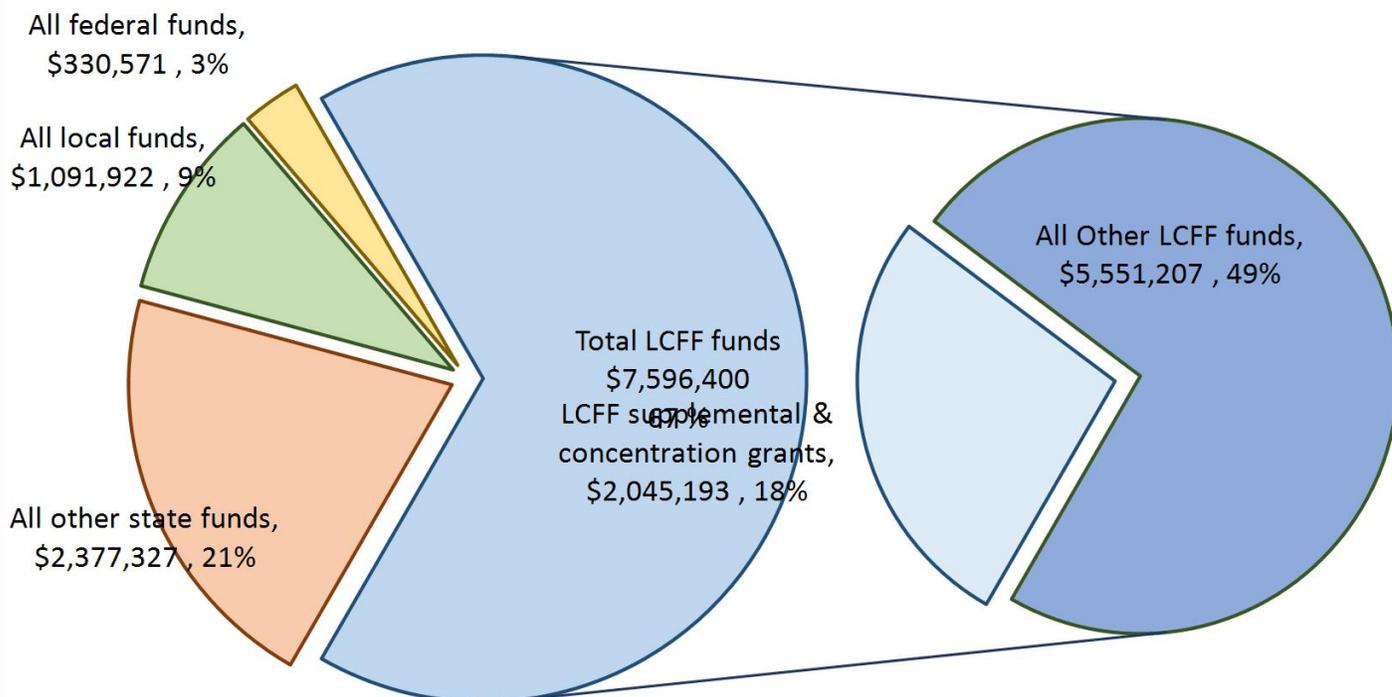
skeskinturk@magnoliapublicschools.org

(714) 479-0115

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

Budget Overview for the 2023-24 School Year

Projected Revenue by Fund Source

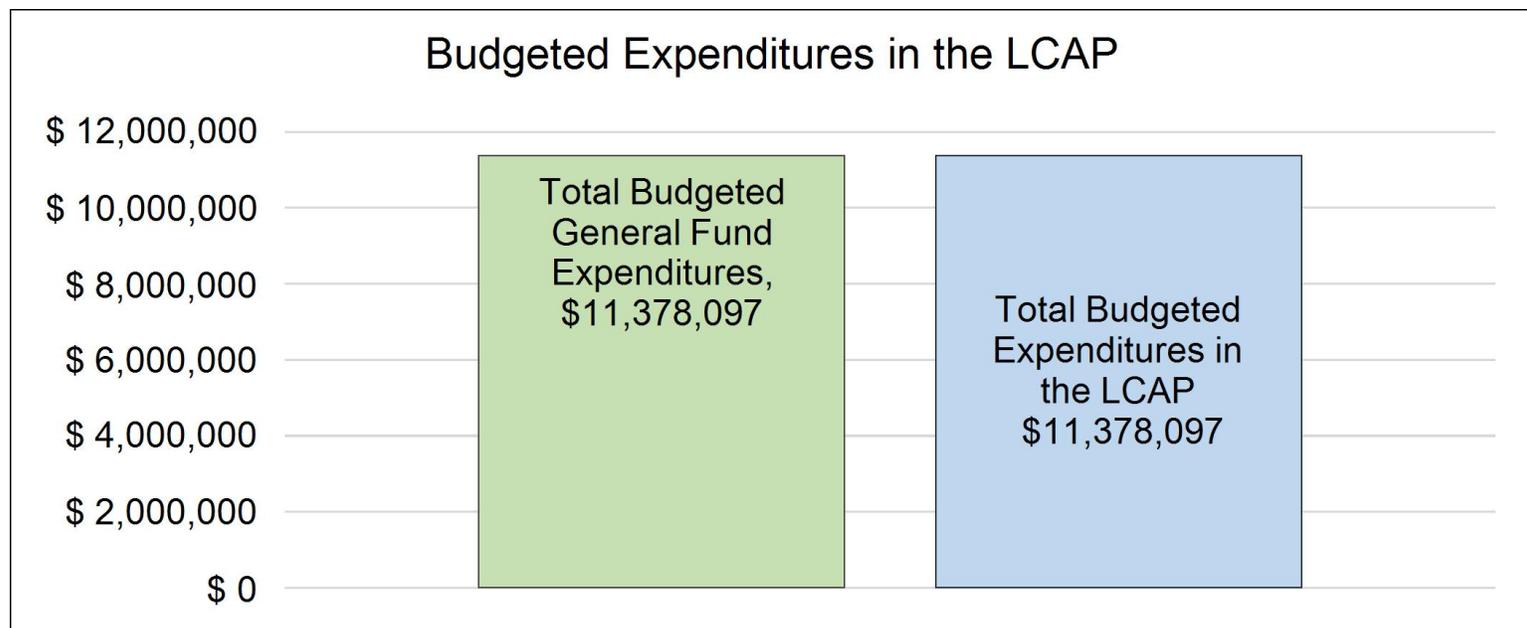


This chart shows the total general purpose revenue Magnolia Science Academy - Santa Ana expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Magnolia Science Academy - Santa Ana is \$11,396,220, of which \$7,596,400 is Local Control Funding Formula (LCFF), \$2,377,327 is other state funds, \$1,091,922 is local funds, and \$330,571 is federal funds. Of the \$7,596,400 in LCFF Funds, \$2,045,193 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Magnolia Science Academy - Santa Ana plans to spend for 2023-24. It shows how much of the total is tied to planned actions and services in the LCAP.

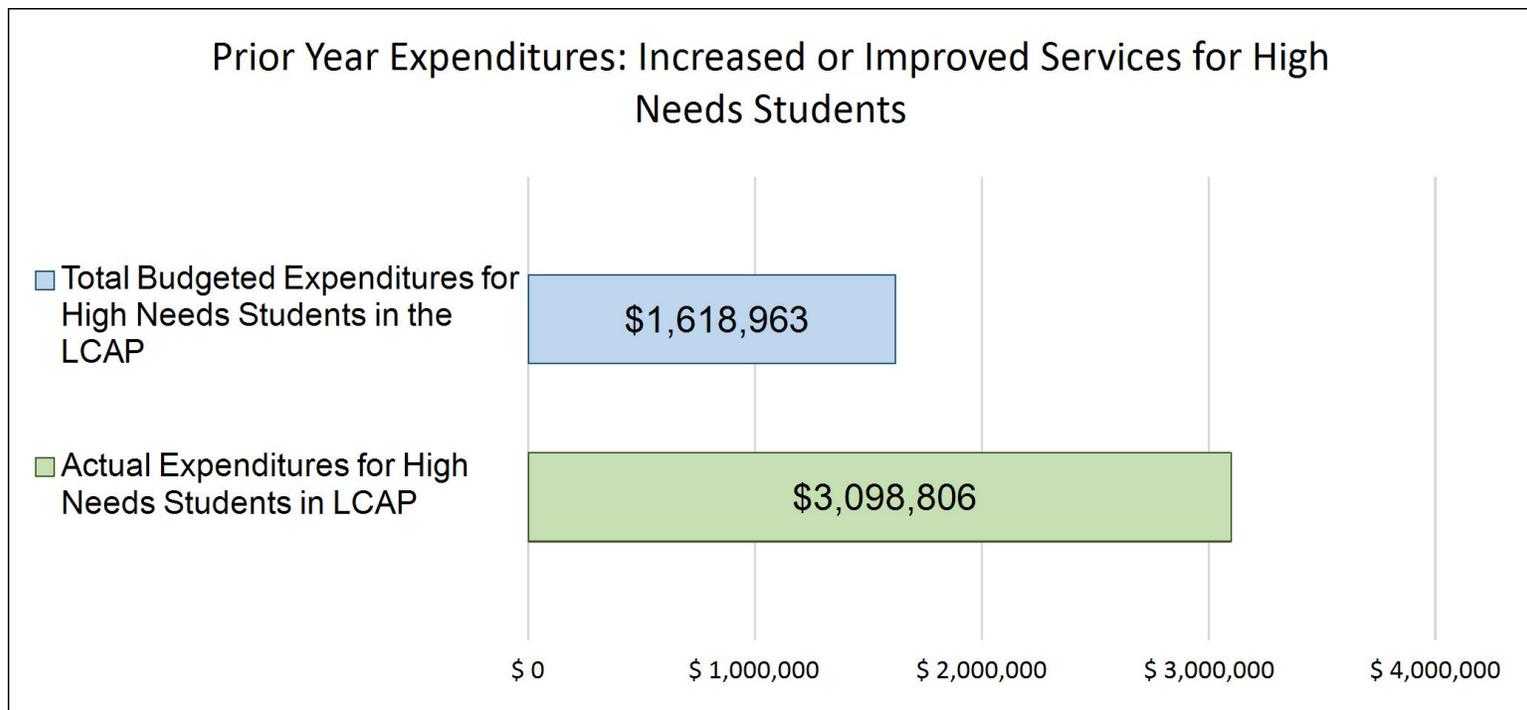
The text description of the above chart is as follows: Magnolia Science Academy - Santa Ana plans to spend \$11,378,097 for the 2023-24 school year. Of that amount, \$11,378,097 is tied to actions/services in the LCAP and \$0 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Increased or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year

In 2023-24, Magnolia Science Academy - Santa Ana is projecting it will receive \$2,045,193 based on the enrollment of foster youth, English learner, and low-income students. Magnolia Science Academy - Santa Ana must describe how it intends to increase or improve services for high needs students in the LCAP. Magnolia Science Academy - Santa Ana plans to spend \$2,049,530 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2022-23



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

The text description of the above chart is as follows: In 2022-23, Magnolia Science Academy - Santa Ana's LCAP budgeted \$1,618,963 for planned actions to increase or improve services for high needs students. Magnolia Science Academy - Santa Ana actually spent \$3,098,806 for actions to increase or improve services for high needs students in 2022-23.

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	\$38,425.00	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</p>	\$1,161,098.85	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: Non personnel Federal Resource 4035 Title II 5940 Technology \$963.54</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>	\$604,912.22	No

Action #	Title	Description	Total Funds	Contributing
		<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>	\$25,620.00	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>	\$1,971,529.81	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.

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

In Goal 1 Action 3, our budgeted amount was \$539, 575.00 and our actual money spent was \$901, 469.79. This is attributed to the maintenance of our facility, security services, gas and electricity, and appropriate custodial services to maintain the building.

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

In Goal 1 Action 5 our budgeted amount was \$1,689,817.00 and our actual money spent was \$1,515,266.04 - this discrepancy was because we had a lower cost of Home Office management fees and legal fees,

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. In Goal 1 Action 4, our budgeted amount was \$10,000.00 and the actual amount spent was \$48,457.78. Through our Educational Partner surveys, the quality of our food

was rated very low. We went with a more local vendor, and are able to accommodate many more food allergies and needs. Because of this, our food budget has increased. 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"> • Hispanic: 33.6% • White: 81.82% <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: 37.13% • English Learners: 10.20% • Students with Disabilities: 23.64% • Hispanic: 33.21% 		<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"> White: 61.90% <p>IAB ELA Level 3 and 4 Projection (5/12/23):</p> <ul style="list-style-type: none"> All Students: 54.84% 		
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: 34.5 points below standard English Learners: 68.0 points below standard Socioeconomically Disadvantaged: 40.2 points below standard Students with Disabilities: 80.2 points below standard Homeless: 28.8 points below standard 	<p>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> <ul style="list-style-type: none"> All Students: 46.0% 	<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 above standard 		<p>2022-23: (2023 Dashboard)</p> <ul style="list-style-type: none"> All Students: 28.0 points below standard English Learners: 60.0 points below standard Socioeconomically Disadvantaged: 33.0 points below standard Students with Disabilities: 72.0 points below standard Homeless: 22.0 points below standard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<ul style="list-style-type: none"> Hispanic: 42.8 points below standard White: 83.9 points above standard 	<ul style="list-style-type: none"> English Learners: 43.1% Students with Disabilities: 45.3% Hispanic: 45.3% White: 50.0% 	<ul style="list-style-type: none"> Hispanic: 39.9 points below standard White: 88.2 points above standard 		<ul style="list-style-type: none"> 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: 58.3% English Learners: 62.2% Students with Disabilities: 55.2% Hispanic: 58.2% White: 60.5% 		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 assessments (Source: CDE DataQuest)	2018-19: <ul style="list-style-type: none"> All Students: 28.61% English Learners: 10.0% 	CAASPP-Mathematics assessments were waived during the 2019-20 and 2020-21 school years.	2021-22: <ul style="list-style-type: none"> All Students: 28.67% English Learners: 5.21% 		2022-23: <ul style="list-style-type: none"> All Students: 32.00% English Learners: 15.00%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<ul style="list-style-type: none"> • Socioeconomically Disadvantaged: 26.36% • Students with Disabilities: 12.06% • Homeless: 27.03% • Hispanic: 25.29% • White: 73.33% 	<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: 25.87% • English Learners: 5.41% • Students with Disabilities: 12.96% • Hispanic: 22.65% • White: 54.55% <p>IAB Math Level 3 and 4 Projection (5/13/22):</p>	<ul style="list-style-type: none"> • Socioeconomically Disadvantaged: 25.85% • Students with Disabilities: 12.50% • Hispanic: 25.67% • White: 72.72% <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: 31.17% 		<ul style="list-style-type: none"> • 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
		<ul style="list-style-type: none"> All Students: 43.61% 	<ul style="list-style-type: none"> English Learners: 9.09% Students with Disabilities: 14.81% Hispanic: 26.02% White: 61.90% <p>IAB ELA Level 3 and 4 Projection (5/12/23):</p> <ul style="list-style-type: none"> All Students: 61.92% 		
<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: 50.8 points below standard English Learners: 79.4 points below standard Socioeconomically Disadvantaged: 56.4 points below standard Students with Disabilities: 	<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</p>	<p>2021-22: (2022 Dashboard)</p> <ul style="list-style-type: none"> All Students: 59.1 points below standard English Learners: 93 points below standard Socioeconomically Disadvantaged: 66.0 points below standard Students with Disabilities: 119.2 points 		<p>2022-23: (2023 Dashboard)</p> <ul style="list-style-type: none"> All Students: 42.0 points below standard English Learners: 73.0 points below standard Socioeconomically Disadvantaged: 50.0 points below standard Students with Disabilities:

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>93.6 points below standard</p> <ul style="list-style-type: none"> Homeless: 54.7 points below standard Hispanic: 60.3 points below standard White: 73.0 points above standard 	<p>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>below standard</p> <ul style="list-style-type: none"> Homeless: 113.2 points below standard Hispanic: 66.8 points below standard White: 58.5 points above standard 		<p>85.0 points below standard</p> <ul style="list-style-type: none"> Homeless: 46.0 points below standard Hispanic: 52.0 points below standard White: 50.0 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: 40.5% English Learners: 35.9% Socioeconomically Disadvantaged: 40.0% Students with Disabilities: 32.9% Hispanic: 39.7% White: 44.4% 	<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>Fall 2022 to Spring 2023 MAP Mathematics - Percent Met Growth Projection:</p> <ul style="list-style-type: none"> All Students: 66.3% English Learners: 61.3% Students with Disabilities: 53.1% Hispanic: 64.8% White: 68.4% 		<p>2023-24:</p> <ul style="list-style-type: none"> All Students: 50.0% English Learners: 44.0% Socioeconomically Disadvantaged: 50.0% Students with Disabilities: 51.0% Hispanic: 50.0% White: 55.0%

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) 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 ELPAC Percentage of Students Level 4: 14%	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: 13.02%		2023-24: 15.0%
Percentage of students meeting or exceeding standard on the CAASPP-	2018-19: <ul style="list-style-type: none"> • All Students: 16.47% 	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% 		2022-23: <ul style="list-style-type: none"> • All Students: 20.00%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Science assessments (Source: CDE DataQuest)	<ul style="list-style-type: none"> English Learners: 1.92% Socioeconomically Disadvantaged: 16.54% Students with Disabilities: 0.00% Homeless: 17.65% Hispanic: 14.58% White: 30.76% 		<ul style="list-style-type: none"> English Learners: 0.00% Socioeconomically Disadvantaged: 19.80% Students with Disabilities: 8.33% Hispanic: 22.03% 		<ul style="list-style-type: none"> English Learners: 10.00% Socioeconomically Disadvantaged: 20.00% Students with Disabilities: 10.00% Homeless: 20.0% Hispanic: 20.00% White: 32.0%

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Broad course of study and standards-based curriculum	Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and services are dependent on student needs and interests. Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student groups. All students will participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner outcomes, academic standards, and college- and career-readiness standards. The school will be appropriately staffed to implement the school master schedule.	\$2,780,014.37	No

Action #	Title	Description	Total Funds	Contributing
		<p>Expenditures associated with this action include the following: teacher salaries and benefits, principal salary and benefits, and substitute teacher expenses.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> • 3500 Unemployment Insurance: Resource: Title 1,; Amount: \$467.53 • 3400 Health and Welfare Benefits: Resource Title1: Amount: \$11,322.17 • 3300 Oasdi/Medicare: Title 1: \$1,355.82 • 3100 STRS: resource Title 1: \$17,859.45 • 1100 Teachers Salaries Resource: Title 1: \$93,434.00 		
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>	\$120,606.06	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: Non Personnel Federal 4035 Title II 5864 Prof. Dev-Other \$27,295.00</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 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, Infinite Campus fees, and evidence-based supplemental intervention/enrichment program fees (Edgenuity, ALEKS, IXL, Accelerated Reader, Standards Plus,</p>	\$701,398.98	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Quizizz, Padlet, BrainPOP, NextGenMath, Spelling City, Seesaw, and MyON.)</p> <p>The following expenditures will be funded by federal Title funds: Non personnel 4127 Title IV, Part A 4340 Educat Software \$3,353.84 Non personnel 3010 Title I 4340 Educat Software \$46,042.91</p>		
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, and EL instructional aide salary and benefits.</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:</p> <ul style="list-style-type: none"> • 1100 Teacher Salaries: Resource 3010 Title 1: \$13,816.00 • 3100 STRS: Resource: 3010 Title I; Amount: \$2,638.86 • 3300 OASDI/Medicare: Resource: 3010 Title I; Amount: \$200.33 • 3400 Health & Welfare Benefits: Resource: 3010 Title I; Amount: \$1,437.73 	\$1,018,913.54	No

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> 3500 Unemployment Insurance: Resource: 3010 Title I; Amount: \$69.08 		

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 1 our budgeted amount was \$2,741,565.00 and our amount spent was \$315,095.34. This discrepancy was due to the amount of our curriculum purchases.

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

In Goal 2 Action 5, our budgeted amount was \$1,193,203.00 and our actual \$710,156.45. This is attributed to the fact that we only employed three education specialists instead of our budgeted four and one less paraprofessional.

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. In Goal 2 Action 2 we budgeted \$95,050.00 and actually spent \$120,252.00. This is supporting our staff members in professional development to support our teachers with professional development for more rigor in the classroom and for tuition reimbursement for clearing credentials and higher learning. 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: 61.11% <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
<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: 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: 44.44% <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> <p>The following expenditures will be funded by federal Title funds: N/A</p>	\$114,352.25	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>	\$636.00	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"> • 4340 Educational Software Resource: 4127 Title IV, Part A \$636.00 		
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,</p>	\$284,626.40	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>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"> • 4340 Educational Software Resource: 4127 Title IV, Part A \$3,587.04 		
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: 4127 Title IV, Part A \$424.00 	\$383,595.83	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>	\$902,751.52	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, \$255,310.00 was planned but \$266,070.47 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. In Additional programs, we budgeted were under our budgeted amount of \$905,394.00, actually spending \$854,242.02. Overall, the specific actions pertaining to the Goal 3, Actions 1, 2, 3, 4, and 5 were 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.

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. In Goal 3 Action 3 our budgeted amount was \$255,310.00 and our actual money spent was \$266,070.47. This is attributed to the following: computer teacher salary and benefits, the internet security program and fees, as well as digital literacy and citizenship fees. In Goal 3 Action 5 our budgeted amount was \$905,394.00 and our actual money spent was \$854,242.02. We were under budgeted here because we focused more monies toward the digital literacy. 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
		<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>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> <p>Expenditures associated with this action include the following: Infinite</p>	\$262,490.03	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>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.</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: \$26,501.06 • 3500 Unemployment Insurance Resource: Title 1: \$30.00 • 3300 OASDI/Medicare Resource: Title 1: \$87.00 • 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</p>	\$548,933.42	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>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, Part A: \$6,169.20 • 4310 Instructional Materials and Supplies Resource Title 1: \$13,250.00 • 4345 Non Instructional Student Supplies Resource Title III - Imm. I: \$1,599.54 		
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</p>	\$2,650.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>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>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>	\$451,690.03	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, 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 the next school year. In Goal 4 Action 3 our budgeted amount was \$414,644.00 and our actual monies spent was \$444,291.85. This discrepancy was due due to the addition of a PBIS Coordinator at the secondary level - this went to her salary and benefits. In Goal 4 Action 5, our budgeted amount was \$251,467.00 and our actual monies spent was \$266,614.37. This was for the CCSA, WASC, and marketing outreach, and other partnerships expenses. 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 on 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)
\$2,045,193	\$254,112.00

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
38.49%	0.00%	\$0.00	38.49%

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, English Learner Advisory Committee (ELAC) meetings, Coffee with the Principal meetings, and Board of Directors meetings. Parents on our PTF 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 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 educational partner 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 educational partner 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 educational partner surveys in Goal 4: Action 4.

- Goal 4: Action 4: Annual educational partner 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. Educational partner 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 educational partners 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 educational partners 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 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. 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 educational partners, 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, English Learner Advisory Committee (ELAC) meetings, Coffee with the Principal meetings, and Board of Directors meetings. Parents on our PTF 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 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 educational partner surveys

Charter School will annually administer school experience surveys to students, parents, and staff. Charter School will implement the CORE DISTRICTS Survey instrument to assess our educational partners' perceptions of the following school climate indicators: climate of support for academic learning; knowledge and fairness of discipline, rules and norms; safety; and sense of belonging (school connectedness). In

addition, we ask our educational partners open-ended questions about what they like the best and the least about the school and suggestions for improvement. This feedback instrument provides all staff and school leaders with valuable information about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Our staff will analyze the survey results to identify the greatest progress and needs in order to inform our next steps. 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 educational partners, 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	\$7,378,270.85	\$3,347,091.76	\$121,677.40	\$527,204.30	\$11,374,244.31	\$6,787,620.51	\$4,586,623.80

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	\$38,425.00				\$38,425.00
1	1.2	Instructional materials and technology	All	\$1,114,555.31	\$45,580.00		\$963.54	\$1,161,098.85
1	1.3	Clean and safe facilities that support learning	All	\$604,912.22				\$604,912.22
1	1.4	Healthy and nutritious meals	Low Income	\$25,620.00				\$25,620.00
1	1.5	Well-orchestrated Home Office support services	All	\$1,666,691.66	\$283,698.15		\$21,140.00	\$1,971,529.81
2	2.1	Broad course of study and standards-based curriculum	All	\$1,804,719.35	\$740,791.39		\$234,503.63	\$2,780,014.37
2	2.2	Professional development for high-quality instruction	English Learners Foster Youth Low Income	\$12,774.06	\$80,537.00		\$27,295.00	\$120,606.06
2	2.3	MTSS - Academic enrichment, intervention, and student support	English Learners Foster Youth Low Income	\$457,815.19	\$153,121.58		\$90,462.21	\$701,398.98
2	2.4	Designated and integrated ELD programs	English Learners					
2	2.5	Support for students with disabilities	Students with Disabilities	\$99,437.43	\$836,666.03		\$82,810.08	\$1,018,913.54
3	3.1	College/Career readiness programs and activities	English Learners Foster Youth Low Income		\$114,352.25			\$114,352.25
3	3.2	STEAM and GATE programs	English Learners Foster Youth				\$636.00	\$636.00

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	\$281,039.36			\$3,587.04	\$284,626.40
3	3.4	Physical education, activity, and fitness	Low Income	\$293,294.43		\$89,877.40	\$424.00	\$383,595.83
3	3.5	Additional programs and activities that support well-rounded education	English Learners Foster Youth Low Income	\$366,376.84	\$493,974.68	\$31,800.00	\$10,600.00	\$902,751.52
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	\$228,725.97			\$33,764.06	\$262,490.03
4	4.3	MTSS - PBIS and SEL support	English Learners Foster Youth Low Income	\$330,179.12	\$197,735.56		\$21,018.74	\$548,933.42
4	4.4	Annual educational partner surveys	English Learners Foster Youth Low Income	\$2,650.00				\$2,650.00
4	4.5	Community outreach and partnerships	English Learners Foster Youth Low Income	\$51,054.91	\$400,635.12			\$451,690.03

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
\$5,313,099	\$2,045,193	38.49%	0.00%	38.49%	\$2,049,529.88	0.00%	38.58 %	Total:	\$2,049,529.88
								LEA-wide Total:	\$2,049,529.88
								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	\$25,620.00	
2	2.2	Professional development for high-quality instruction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$12,774.06	
2	2.3	MTSS - Academic enrichment, intervention, and student support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$457,815.19	
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	\$281,039.36	

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	\$293,294.43	
3	3.5	Additional programs and activities that support well-rounded education	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$366,376.84	
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	\$228,725.97	
4	4.3	MTSS - PBIS and SEL support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$330,179.12	
4	4.4	Annual educational partner surveys	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,650.00	
4	4.5	Community outreach and partnerships	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$51,054.91	

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)
\$1,768,829	\$1,618,963.00	\$3,098,806.44	(\$1,479,843.44)	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	\$21,457.78		
2	2.2	Professional development for high-quality instruction	Yes	\$12,050.00	\$120,252.00		
2	2.3	MTSS - Academic enrichment, intervention, and student support	Yes	\$302,047.00	\$612,073.16		
2	2.4	Designated and integrated ELD programs	Yes				
3	3.1	College/Career readiness programs and activities	Yes	\$116,589.00	\$106,580.03		
3	3.2	STEAM and GATE programs	Yes	\$1.00	\$600.00		
3	3.3	Digital literacy and citizenship programs	Yes	\$251,926.00	\$266,070.47		
3	3.4	Physical education, activity, and fitness	Yes	\$108,705.00	\$369,518.76		
3	3.5	Additional programs and activities that support well-rounded education	Yes	\$402,377.00	\$833,242.02		
4	4.1	Seeking family input for decision making	Yes				
4	4.2	Building partnerships with families for student outcomes	Yes	\$183,049.00	\$56,606.00		

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	\$443,291.85		
4	4.4	Annual educational partner surveys	Yes	\$2,500.00	\$2,500.00		
4	4.5	Community outreach and partnerships	Yes	\$38,000.00	\$266,614.37		

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)
\$4,631,213.00	\$1,768,829	0.00%	38.19%	\$3,098,806.44	0.00%	66.91%	\$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

LCFF Budget Overview for Parents

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

CDS Code: 37-68338-0109157

School Year: 2023-24

LEA contact information:

Gokhan Serce

Regional Director and Principal

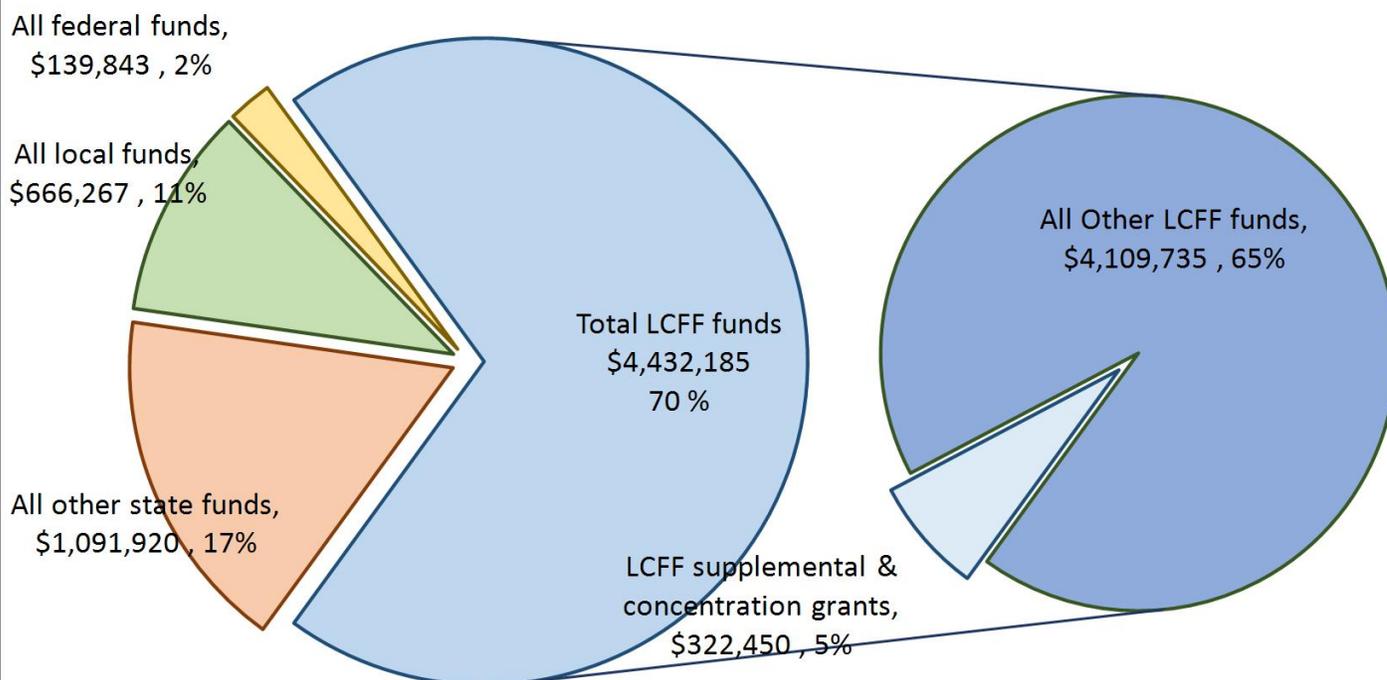
gserce@magnoliapublicschools.org

(619) 644-1300

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

Budget Overview for the 2023-24 School Year

Projected Revenue by Fund Source

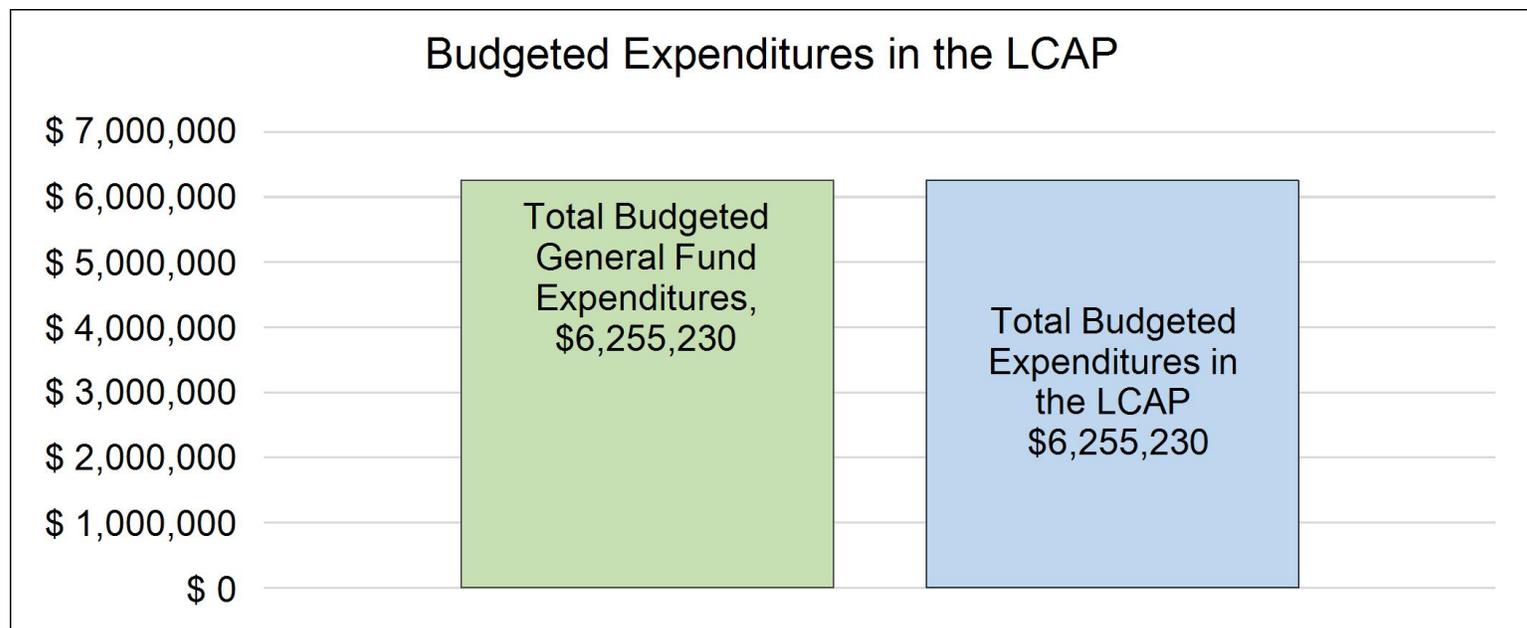


This chart shows the total general purpose revenue Magnolia Science Academy San Diego expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Magnolia Science Academy San Diego is \$6,330,215, of which \$4,432,185 is Local Control Funding Formula (LCFF), \$1,091,920 is other state funds, \$666,267 is local funds, and \$139,843 is federal funds. Of the \$4,432,185 in LCFF Funds, \$322,450 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Magnolia Science Academy San Diego plans to spend for 2023-24. It shows how much of the total is tied to planned actions and services in the LCAP.

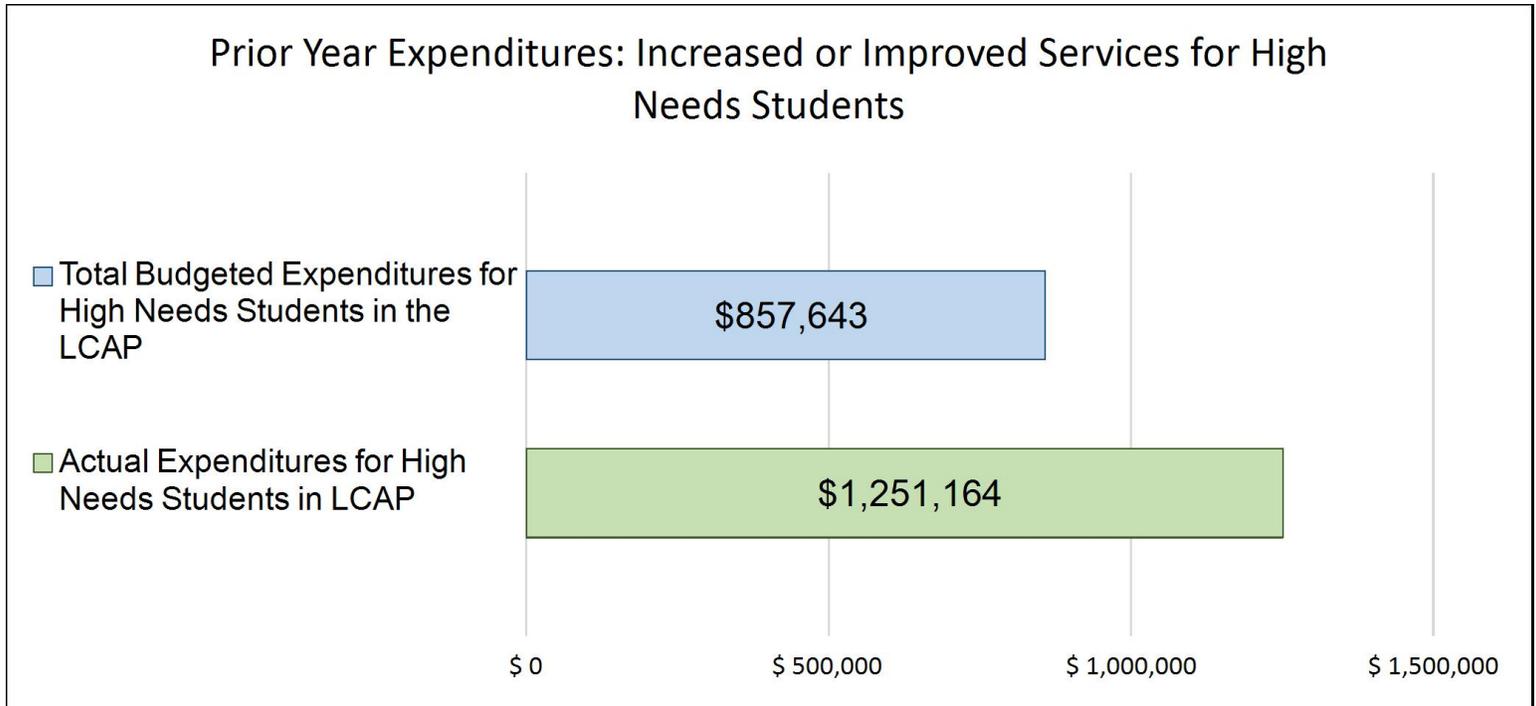
The text description of the above chart is as follows: Magnolia Science Academy San Diego plans to spend \$6,255,230 for the 2023-24 school year. Of that amount, \$6,255,230 is tied to actions/services in the LCAP and \$0 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Increased or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year

In 2023-24, Magnolia Science Academy San Diego is projecting it will receive \$322,450 based on the enrollment of foster youth, English learner, and low-income students. Magnolia Science Academy San Diego must describe how it intends to increase or improve services for high needs students in the LCAP. Magnolia Science Academy San Diego plans to spend \$806,290 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2022-23



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

The text description of the above chart is as follows: In 2022-23, Magnolia Science Academy San Diego's LCAP budgeted \$857,643 for planned actions to increase or improve services for high needs students. Magnolia Science Academy San Diego actually spent \$1,251,164 for actions to increase or improve services for high needs students in 2022-23.

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 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 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 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 8 PTF meetings, 5 PAC meetings, 4 ELAC meetings, at least 20 parent activities/events, 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 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 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:

- 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	\$25,970.00	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.</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>	\$451,302.97	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: \$963.54</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>	\$1,073,141.94	No

Action #	Title	Description	Total Funds	Contributing
		<p>supplies, maintenance and repair services, gas/electric, security services, health and safety related expenses , 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 and office supplies related to the Healthy and nutritious meals.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>	\$27,560.00	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</p>	\$664,402.24	No

Action #	Title	Description	Total Funds	Contributing
		<p>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>		

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: 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: 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
The discrepancy here in this action can be attributed to the salary of the meal server.

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: 87.18% • African American: 42.86% • Hispanic: 49.65% • White: 72.8% • 2 or more races: 61.54% <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: 67.33% 		<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"> • English Learners: 20.69% • Students with Disabilities: 44.74% • Hispanic: 58.70% • White: 78.42% <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 	<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</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: 		<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:

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"> Two or More Races: 38.1 points above standard African American: 21.3 points below standard Asian: 93.2 points above standard Hispanic: 34.0 points above standard White: 46.7 points above standard 	<p>Spring 2022.</p> <p>Fall 2021 to Spring 2022 MAP Reading - Percent Met Growth Projection:</p> <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% 	<p>50.6 points below standard</p> <ul style="list-style-type: none"> African American: 0.1 points above standard Hispanic: 5.7 points above standard White: 50.5 points above standard 		<p>47.0 points below standard</p> <ul style="list-style-type: none"> Two or More Races: 40.0 points above standard African American: 15.0 points below standard Asian: 94.0 points above standard Hispanic: 36.0 points above standard White: 48.0 points above standard
Percentage of students meeting their growth targets on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring (Source: NWEA MAP)	<p>2020-21:</p> <ul style="list-style-type: none"> All Students: 47.3% English Learners: 38.5% Socioeconomically Disadvantaged: 47.1% 	<p>Fall 2021 to Spring 2022 MAP Reading - Percent Met Growth Projection:</p> <ul style="list-style-type: none"> All Students: 63.0% English Learners: 51.9% Students with Disabilities: 63.8% 	<p>Fall 2022 to Spring 2023 MAP Reading - Percent Met Growth Projection:</p> <ul style="list-style-type: none"> All Students: 54.6% English Learners: 59.3% Students with Disabilities: 50.7% 		<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: 31.7% African American: * Asian: 55.0% Hispanic: 50.6% White: 44.3% 	<ul style="list-style-type: none"> Hispanic: 62.7% White: 63.6% 	<ul style="list-style-type: none"> Hispanic: 55.0% White: 58.1% 		<ul style="list-style-type: none"> Students with Disabilities: 55.0% African American: 65.0% Asian: 65.0% Hispanic: 65.0% White: 65.0%
Percentage of students meeting or exceeding standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)	2018-19: <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% 	CAASPP-Mathematics assessments were waived during the 2019-20 and 2020-21 school years. We have used the Measures of Academic Progress (MAP)-Mathematics assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2021-22 CAASPP-Mathematics assessments. Spring 2022 MAP	2021-22: <ul style="list-style-type: none"> All Students: 49.87% English Learners: 0.00% Socioeconomically Disadvantaged: 36.60% Students with Disabilities: 23.75% Asian: 84.61% African American: 28.58% Hispanic: 37.06% White: 54.41% 		2022-23: <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%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<ul style="list-style-type: none"> White: 67.68% 	<p>Mathematics - Proficiency Projection for 2021-22 SBAC:</p> <ul style="list-style-type: none"> All Students: 48.47% 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% 	<ul style="list-style-type: none"> 2 or more races: 53.85% <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: 53.66% English Learners: 13.79% Students with Disabilities: 34.67% Hispanic: 40.28% 		<ul style="list-style-type: none"> 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"> White: 64.08% <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 (Source: CA School Dashboard)</p>	<p>2018-19: (2019 Dashboard)</p> <ul style="list-style-type: none"> All Students: 21.8 points above standard English Learners: 21.4 points below standard Socioeconomically Disadvantaged: 18.5 points below standard Students with Disabilities: 74.7 points below standard Two or More Races: 16.9 points above standard 	<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>Fall 2021 to Spring 2022 MAP Mathematics - Percent Met Growth Projection:</p>	<p>2021-22: (2022 Dashboard)</p> <ul style="list-style-type: none"> All Students: 1.7 points above standard 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 		<p>2022-23: (2023 Dashboard)</p> <ul style="list-style-type: none"> All Students: 23.0 points above standard English Learners: 15.0 points below standard Socioeconomically Disadvantaged: 12.0 points below standard Students with Disabilities: 66.0 points below standard Two or More Races: 19.0 points above standard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<ul style="list-style-type: none"> • 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 	<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"> below standard • Hispanic: 39.5 points below standard • White: 10.4 points above standard 		<ul style="list-style-type: none"> • 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
<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: 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% 	<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% 	<p>Fall 2022 to Spring 2023 MAP Mathematics - Percent Met Growth Projection:</p> <ul style="list-style-type: none"> • All Students: 59.9% • English Learners: 46.2% • Students with Disabilities: 47.2% • Hispanic: 54.5% • White: 64.4% 		<p>2023-24:</p> <ul style="list-style-type: none"> • All Students: 65.0% • English Learners: 65.0% • Socioeconomically Disadvantaged: 65.0% • Students with Disabilities: 65.0% • African American: 65.0% • Asian: 65.0% • Hispanic: 65.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					<ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> Level 4: 29.03% Level 3: 38.71% Level 2: 19.35% Level 1: 12.90% 	2021-22: (2022 Dashboard) 69.0%		2022-23: (2023 Dashboard) 55.0%
Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually (Source: CDE DataQuest)	2020-21: 33.3%	2021-22 RFEP data is not available. The following is the 2022 summative ELPAC percentage for the Level 4 performance level. 2022 ELPAC Percentage of Students Level 4 who	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: 29.03%		2023-24: 30.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		are reclassified as RFEP: 26%			
Percentage of students meeting or exceeding standard on the CAASPP-Science assessments (Source: CDE DataQuest)	2018-19: <ul style="list-style-type: none"> All Students: 55.74% Socioeconomically Disadvantaged: 48.48% Students with Disabilities: 20.00% Homeless: 55.74% Hispanic: 51.35% White: 58.18% 	CAST assessments were waived during the 2019-20 and 2020-21 school years.	2021-22: <ul style="list-style-type: none"> All Students: 53.38% English Learners: 0 Socioeconomically Disadvantaged: 41.51% Students with Disabilities: 26.09% Hispanic: 38.46% 		2022-23: <ul style="list-style-type: none"> All Students: 57.00% Socioeconomically Disadvantaged: 50.00% Students with Disabilities: 22.00% Homeless: 57.0% Hispanic: 54.00% White: 60.0%

Actions

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	\$1,487,282.78	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>	\$36,142.90	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"> Professional development expenses: Resource: Title II; Amount: \$11,621.84 		
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, 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>	\$411,268.04	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: 4127 Title IV, Part A ESEA (ESSA); Amount: \$3,370.80 <p>Title I: 4340 Educational Software: \$30,290.84 3500 Unemployment Insurance: \$135.00 3300 OASDI/Medicare: \$391.50 3100 STRS: \$5,157.00 1300 Cert. Admin: \$5,000.00 1100 Teacher Salaries: \$22,000.00</p>		
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</p>		Yes

Action #	Title	Description	Total Funds	Contributing
		<p>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	<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>	\$1,071,051.65	No

Action #	Title	Description	Total Funds	Contributing
		The following expenditures will be funded by federal Title funds: Instructional Aide Salary and Benefits: Title I ; Amount: \$11,893.45		

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>	\$1.06	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>	\$848.00	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: \$848 		
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>	\$218,024.60	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: \$742 		
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>	\$379,175.08	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: 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: 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, 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 and Professional Services: Resource: Title I, Part A; Amount: \$6,207.31 	\$169,409.70	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>	\$86,745.56	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: \$5,300 • Instructional Supplies: Resource: Title I; Amount: \$2,104.10 		
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>	\$2,120.00	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>	\$150,783.51	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)
\$322,450	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
7.85%	0.00%	\$0.00	7.85%

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, English Learner Advisory Committee (ELAC) meetings, Coffee with the Principal meetings, and Board of Directors meetings. Parent Advisory Committee (PAC) serves as advisory 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 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 educational partner 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 educational partner 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 educational partner surveys in Goal 4: Action 4.

- Goal 4: Action 4: Annual educational partner 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. Educational partner 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 educational partners 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 educational partners 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 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. 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 educational partners, 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, English Learner Advisory Committee (ELAC) meetings, Coffee with the Principal meetings, and Board of Directors meetings. Parent Advisory Committee (PAC) serves as advisory group 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 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 educational partner surveys

Charter School will annually administer school experience surveys to students, parents, and staff. Charter School will implement the CORE DISTRICTS Survey instrument to assess our educational partners' perceptions of the following school climate indicators: climate of support for academic learning; knowledge and fairness of discipline, rules and norms; safety; and sense of belonging (school connectedness). In addition, we ask our educational partners open-ended questions about what they like the best and the least about the school and suggestions for improvement. This feedback instrument provides all staff and school leaders with valuable information about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Our staff will analyze the survey results to identify the greatest progress and needs in order to inform our next steps. 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 educational partners, 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	\$4,263,272.33	\$1,798,192.14	\$31,800.00	\$161,965.56	\$6,255,230.03	\$3,529,074.12	\$2,726,155.91

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	\$25,970.00				\$25,970.00
1	1.2	Instructional materials and technology	All	\$343,339.43	\$107,000.00		\$963.54	\$451,302.97
1	1.3	Clean and safe facilities that support learning	All	\$1,073,141.94				\$1,073,141.94
1	1.4	Healthy and nutritious meals	Low Income	\$27,560.00				\$27,560.00
1	1.5	Well-orchestrated Home Office support services	All	\$653,146.10	\$11,256.14			\$664,402.24
2	2.1	Broad course of study and standards-based curriculum	All	\$1,217,020.36	\$270,262.42			\$1,487,282.78
2	2.2	Professional development for high-quality instruction	English Learners Foster Youth Low Income	\$13,781.06	\$10,740.00		\$11,621.84	\$36,142.90
2	2.3	MTSS - Academic enrichment, intervention, and student support	English Learners Foster Youth Low Income	\$291,615.95	\$52,246.95		\$67,405.14	\$411,268.04
2	2.4	Designated and integrated ELD programs	English Learners					
2	2.5	Support for students with disabilities	Students with Disabilities	\$144,364.08	\$859,913.94		\$66,773.63	\$1,071,051.65
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	\$1.06				\$1.06

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				\$848.00	\$848.00
3	3.4	Physical education, activity, and fitness	Low Income	\$217,282.60			\$742.00	\$218,024.60
3	3.5	Additional programs and activities that support well-rounded education	English Learners Foster Youth Low Income	\$12,190.00	\$335,185.08	\$31,800.00		\$379,175.08
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	\$163,202.39			\$6,207.31	\$169,409.70
4	4.3	MTSS - PBIS and SEL support	English Learners Foster Youth Low Income	\$52,037.36	\$27,304.10		\$7,404.10	\$86,745.56
4	4.4	Annual educational partner surveys	English Learners Foster Youth Low Income	\$2,120.00				\$2,120.00
4	4.5	Community outreach and partnerships	English Learners Foster Youth Low Income	\$26,500.00	\$124,283.51			\$150,783.51

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
\$4,109,735	\$322,450	7.85%	0.00%	7.85%	\$806,290.42	0.00%	19.62 %	Total:	\$806,290.42
								LEA-wide Total:	\$806,290.42
								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	\$27,560.00	
2	2.2	Professional development for high-quality instruction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$13,781.06	
2	2.3	MTSS - Academic enrichment, intervention, and student support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$291,615.95	
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	\$1.06	
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	\$217,282.60	
3	3.5	Additional programs and activities that support well-rounded education	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$12,190.00	
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	\$163,202.39	
4	4.3	MTSS - PBIS and SEL support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$52,037.36	
4	4.4	Annual educational partner surveys	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,120.00	
4	4.5	Community outreach and partnerships	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$26,500.00	

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)
\$294,638	\$857,643.00	\$1,251,163.88	(\$393,520.88)	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	\$31,454.47		
2	2.2	Professional development for high-quality instruction	Yes	\$13,501.00	\$27,964.00		
2	2.3	MTSS - Academic enrichment, intervention, and student support	Yes	\$127,660.00	\$242,236.16		
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		\$800.00		
3	3.4	Physical education, activity, and fitness	Yes	\$202,853.00	\$188,891.58		
3	3.5	Additional programs and activities that support well-rounded education	Yes	\$156,314.00	\$334,393.72		
4	4.1	Seeking family input for decision making	Yes				
4	4.2	Building partnerships with families for student outcomes	Yes	\$285,339.00	\$158,089.13		

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	\$240,334.82		
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 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)
\$3,678,380.00	\$294,638	0.00%	8.01%	\$1,251,163.88	0.00%	34.01%	\$0.00	0.00%

Instructions

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[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

For additional questions or technical assistance related to the completion of the 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

Approval of the 2023-24 Adopted Budgets for all MPS Sites & Home Office Management Fee Policy

Section: V. Action Items
Item: C. Approval of the 2023-24 Adopted Budgets for all MPS Sites & Home Office Management Fee Policy
Purpose: Vote
Submitted by:
Related Material:
V_C_2023-24 Adopted Budgets for all MPS Sites and Home Office Management Fee Policy.pdf



Agenda Item:	V C: Action Item
Date:	June 22, 2023
To:	Magnolia Educational & Research Foundation dba Magnolia Public Schools (“MPS”) Board of Directors (the “Board”)
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead(s):	Steve Budhrajia Ed.D, Chief Financial Officer
RE:	Approval of the 2023-24 Adopted Budgets for all MPS Sites and Home Office Management Fee Policy

Action Proposed:

I move for the Board to approve the following:

- Approve the 2023-24 Adopted Budget as reviewed and presented during the June 8, 2023 Board Meeting.
- Approve the Home Office Management Fee Policy for the 2023-24 fiscal year.

Background:

Per Section 42127 of the California Education Code, governing boards of each local education agency (LEA) are required to develop and approve an annual operating budget on or before July 1 of each school year. The Adopted Budget is part of ongoing reports that County superintendents and the State Superintendent of Public Instruction must examine in order to ensure that LEAs are able to meet their financial obligations throughout the fiscal year.

On June 8th, 2023 the MPS Finance Department presented the 2023-24 Adopted Budget for all school sites and the Home Office as part of the Public Hearing. The next step is formal approval of the 2023-24 Adopted Budget. The financial projections indicate that all schools and the Home Office are projecting balanced budget with surpluses for the 2023-24 school year.

Home Office Management base fees are calculated based on administrative and organization-wide services and support that are utilized by all MPS schools, such as management, human resources, accounting, student and special education services, technology, etc., with additional costs that are specific to a particular MPS school such as rent, debt service, utilities and facilities management.

Budget Implications:

All projected revenues, expenditures and fund balances have been incorporated into the 2023-24 Adopted Budget.



Exhibits (Attachments):

- 2023-24 Adopted Budget by MPS Site and Home Office data (Pg.3)
- Budget PowerPoint Presentation for 2023-24 Budget (Pg.13)
- July Budget by Site (Pg.45)
- CMO Fee Policy (Pg.143)



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			
		Estimated Actuals	Proposed July Budget	Variance From Prior Year	Variance as %
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



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

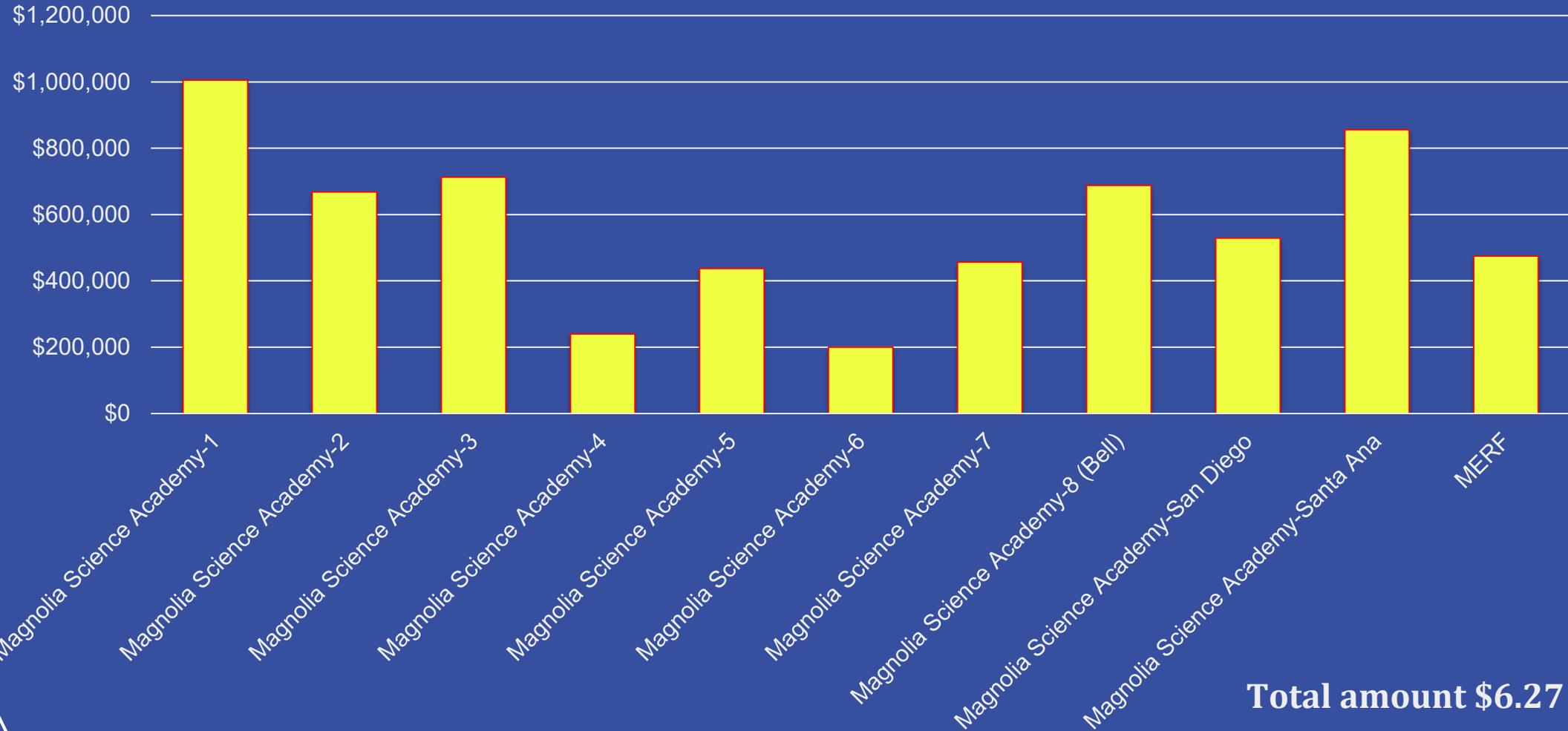
However FSP amounts were revised in June to \$554K for MSA 3, Santa Ana & San Diego for 2023-24

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

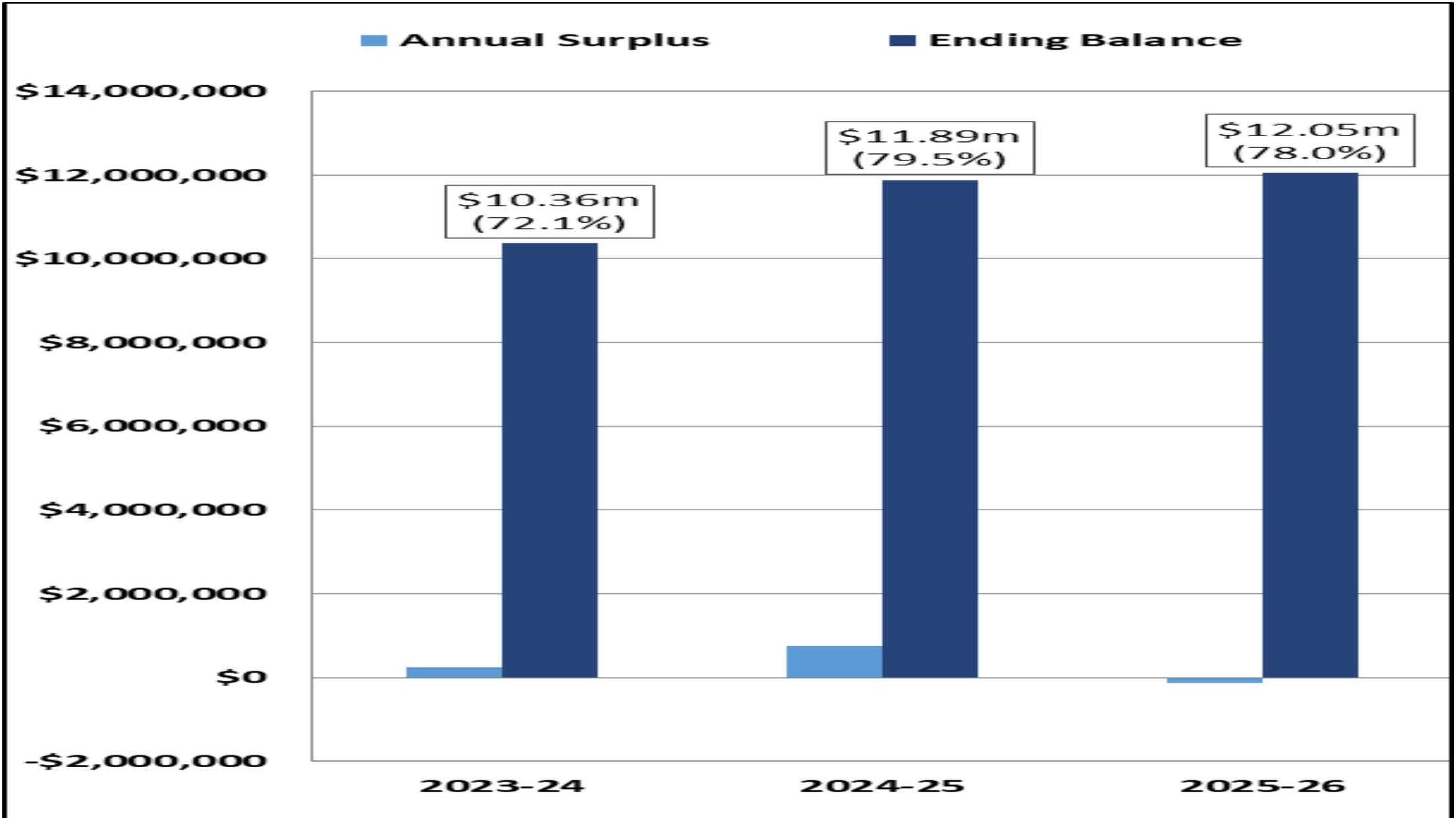
Source: Cal Pads Data

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

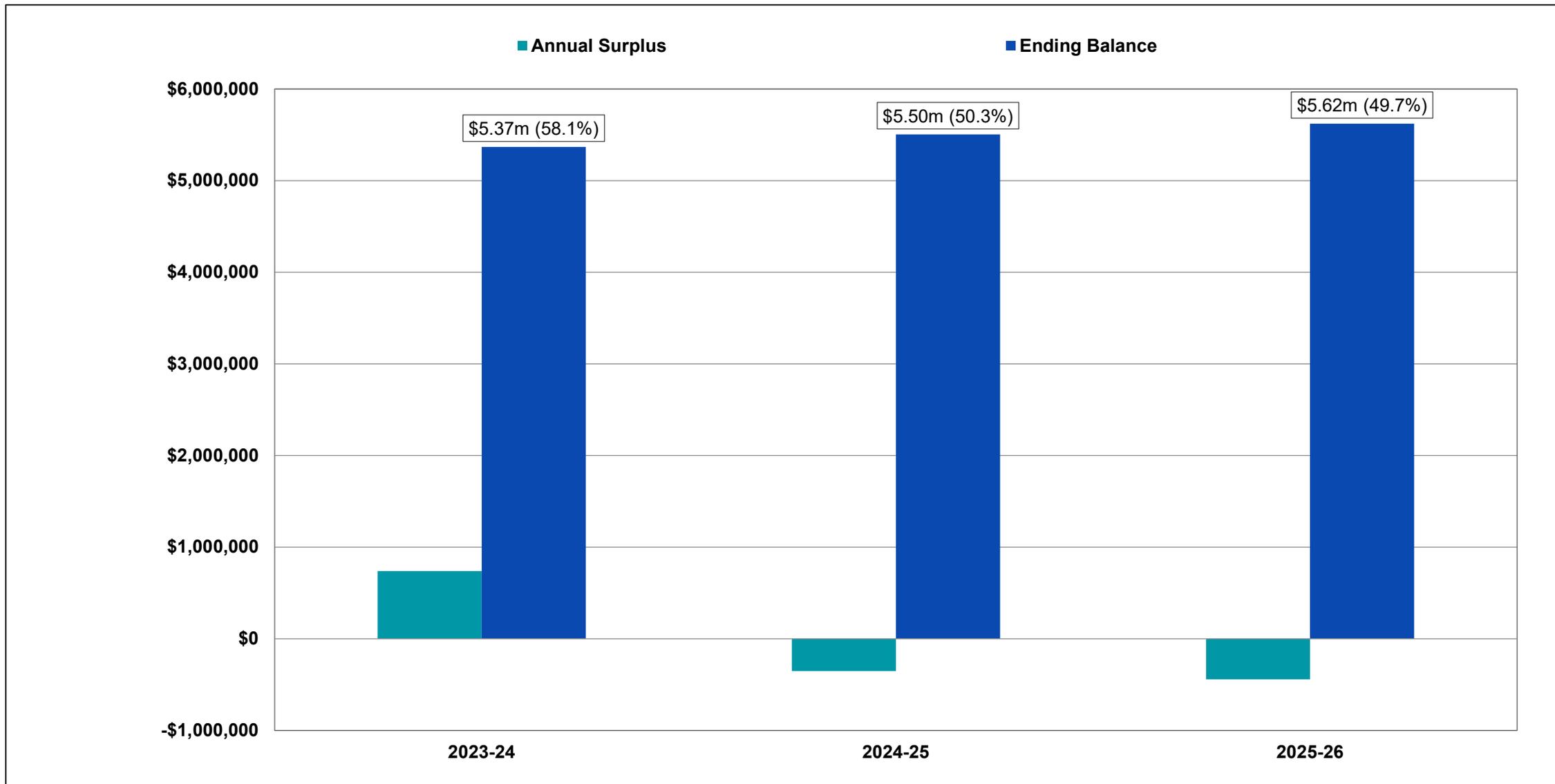


Magnolia Science Academy 2 – Adopted Budget & Multiyear Projections

	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



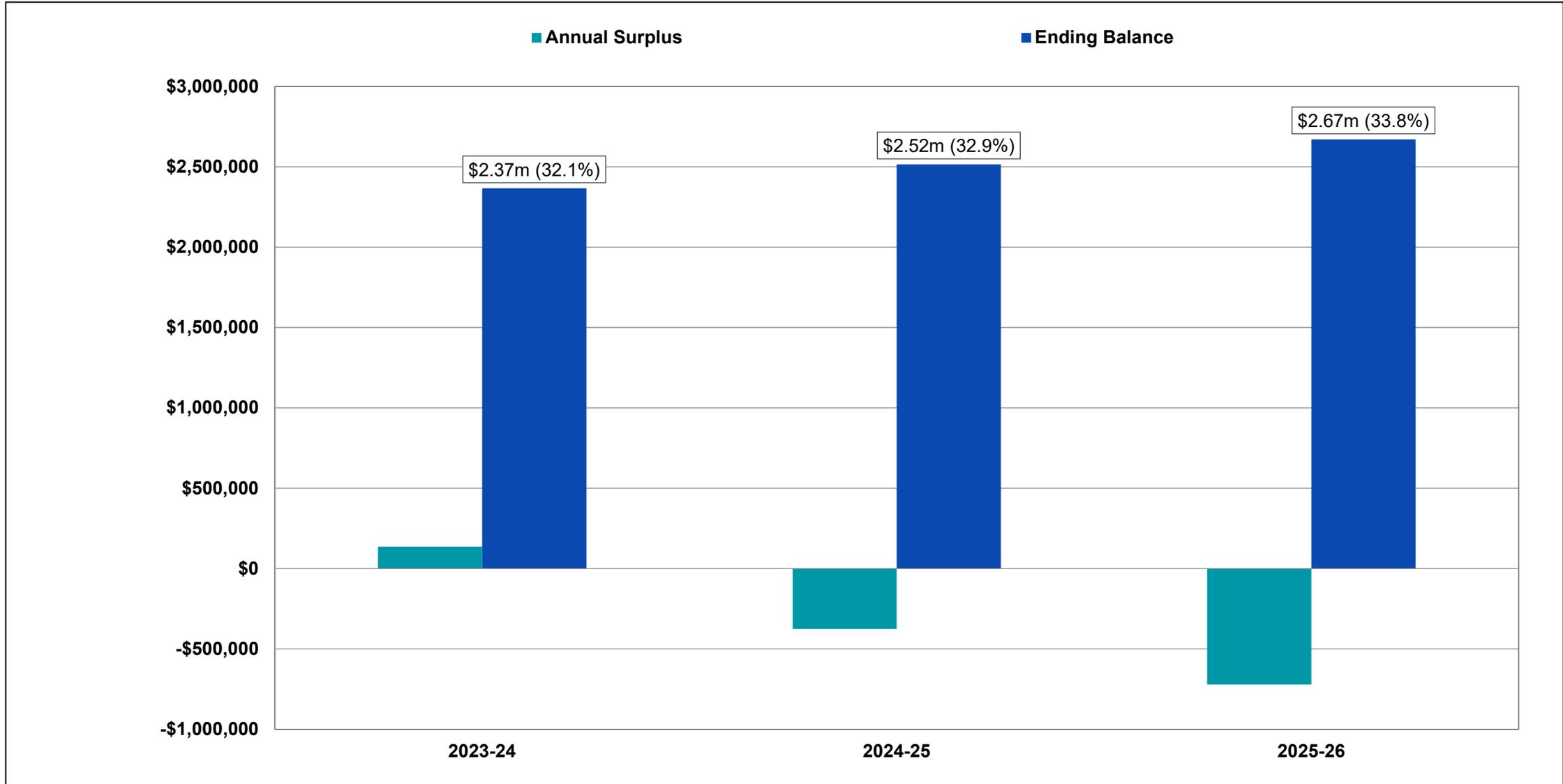
Magnolia Science Academy 3 – Adopted Budget & Multiyear Projections

	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 22, 2023 at 6:30 PM

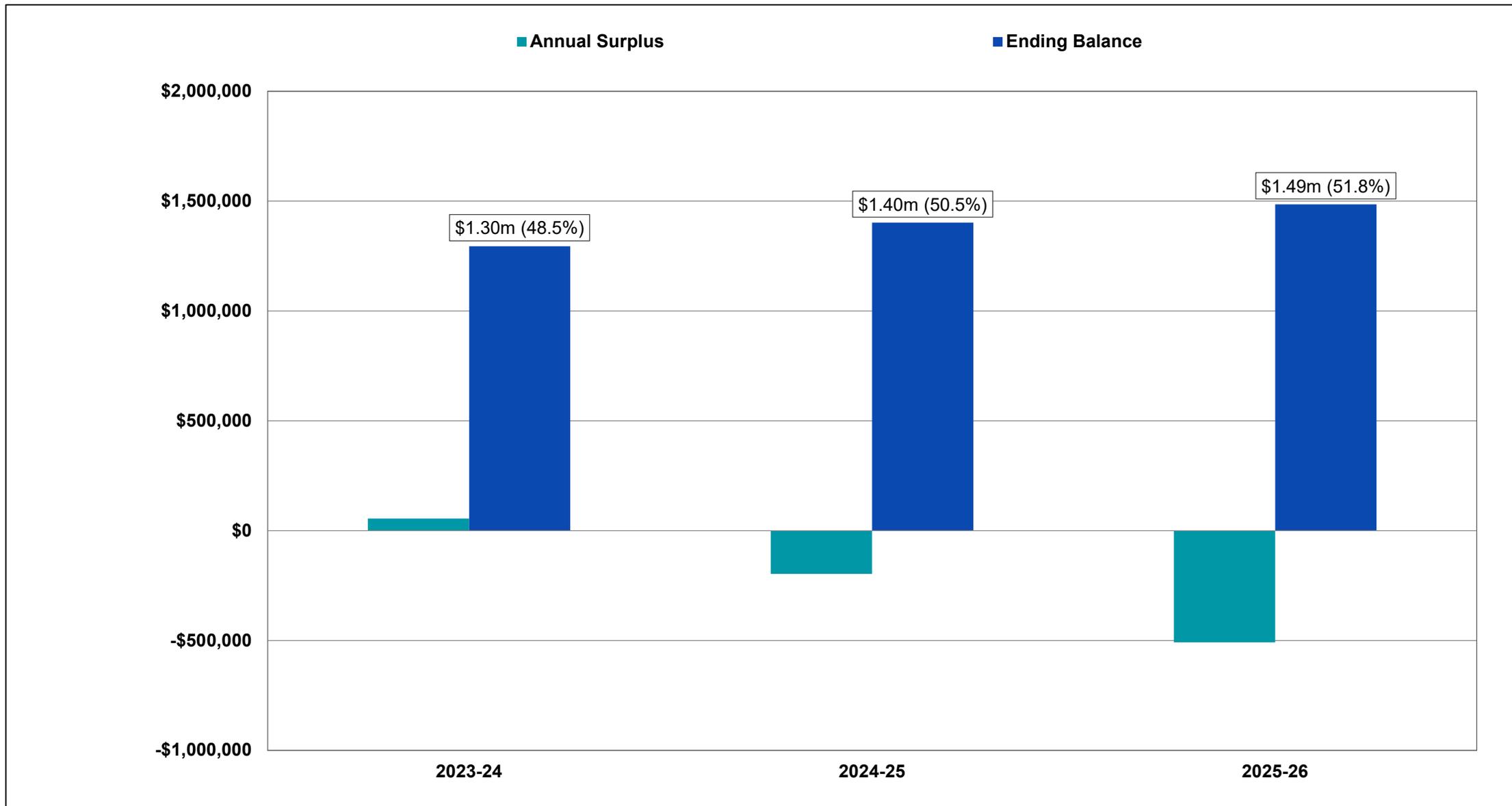


Magnolia Science Academy 4 – Adopted Budget & Multiyear Projections

	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

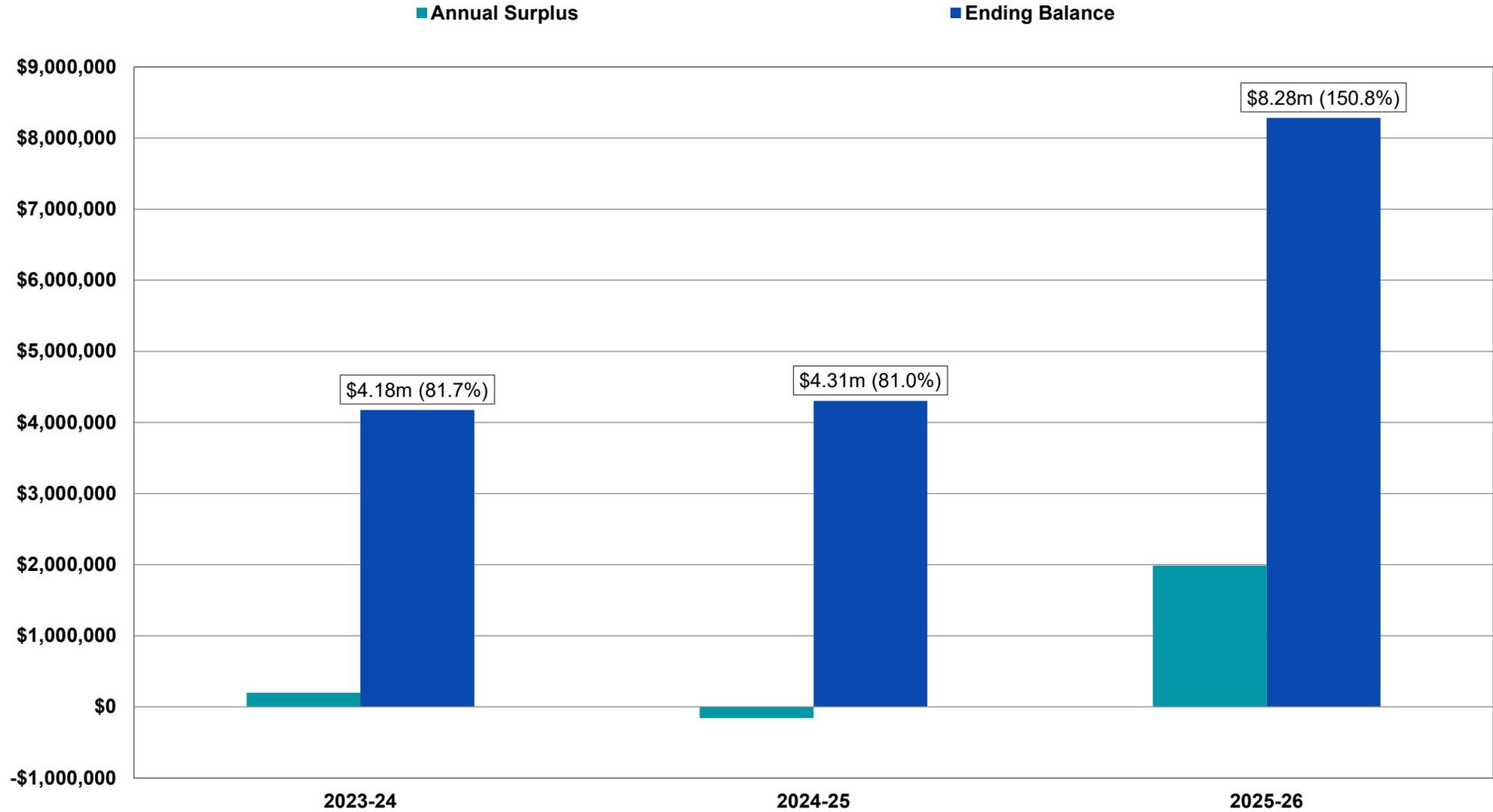
Magnolia Public Schools - Regular Board Meeting - Agenda - Thursday June 22, 2023 at 6:30 PM

	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



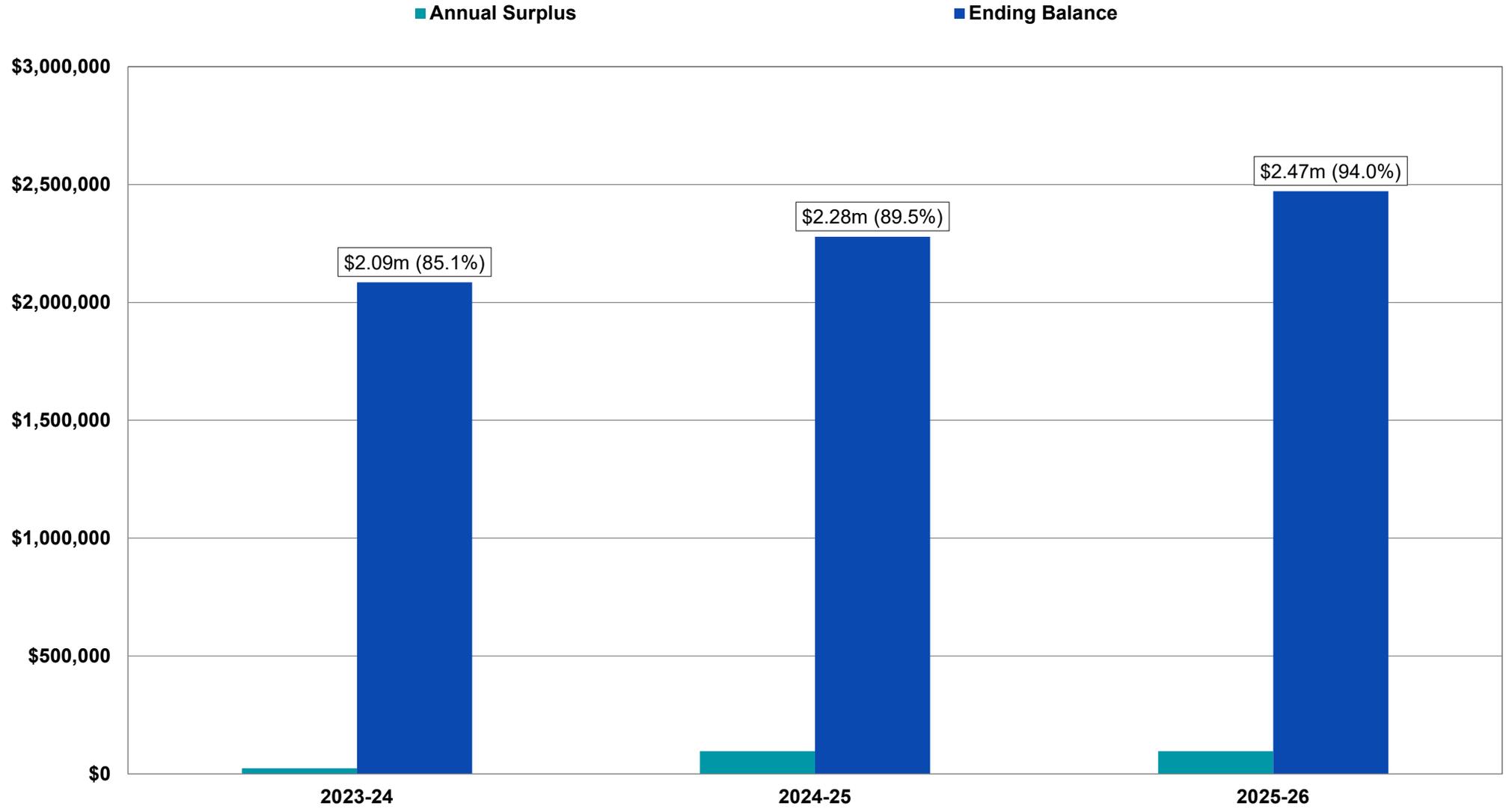
Magnolia Public Schools - Regular Board Meeting - Agenda - Thursday June 22, 2023 at 6:30 PM

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



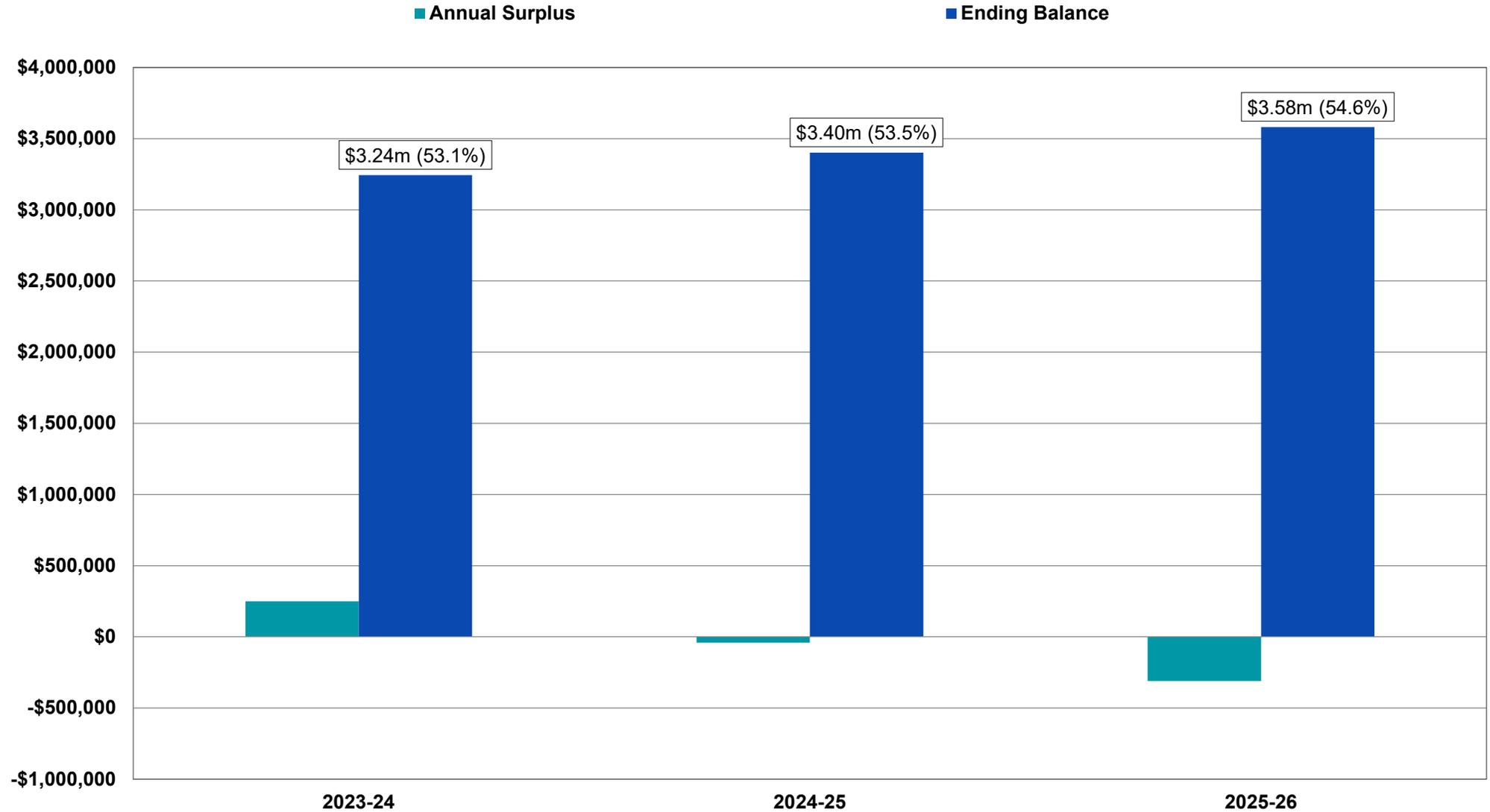
Magnolia Science Academy / Magnolia Public Schools - Regular Board Meeting - Agenda - Thursday June 22, 2023 at 6:30 PM - Adopted Budget & Multiyear Projections

	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.

** Does not include approximately \$873K worth of Facility upgrades for ADA - Plan is to be determined*

Magnolia Science Academy 7 - Multiyear Projections



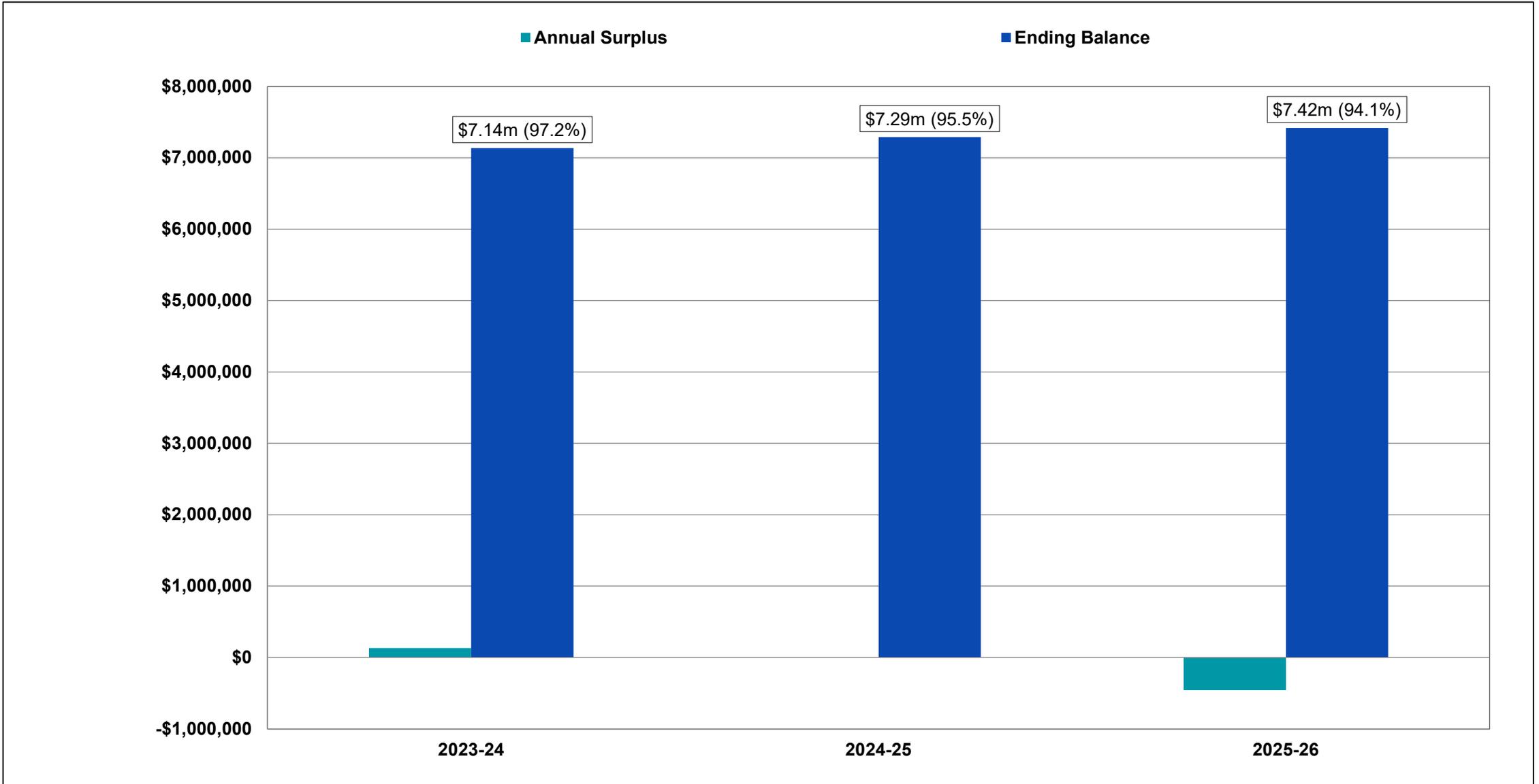
Magnolia Science Academy - Adopted Budget & Multiyear Projections

Magnolia Public Schools - Regular Board Meeting - Agenda - Thursday June 22, 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



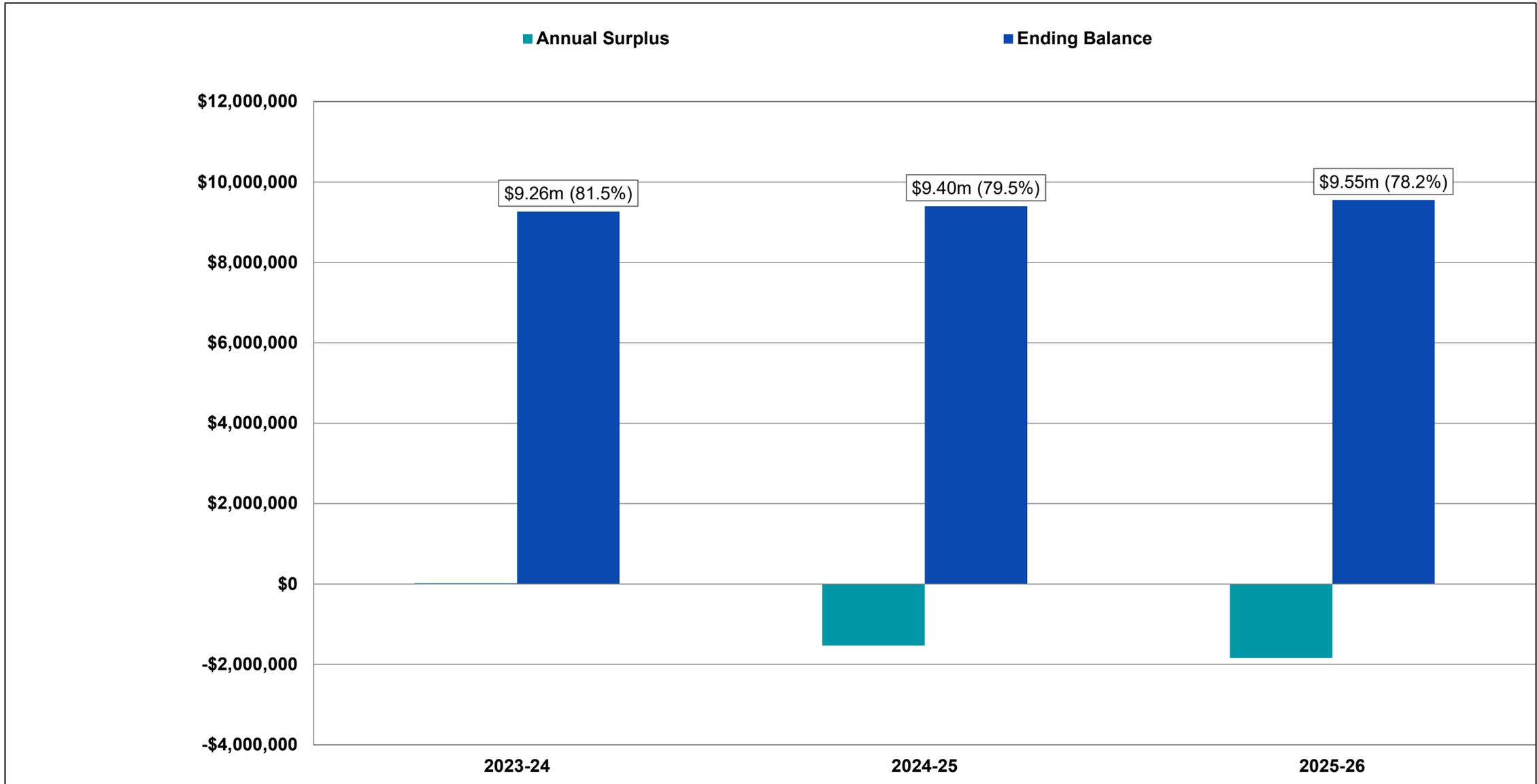
Magnolia Public Schools - Regular Board Meeting - Agenda - Thursday June 22, 2023 at 6:30 PM

Magnolia Science Academy Santa Ana – Adopted Budget & Multiyear Projections

	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

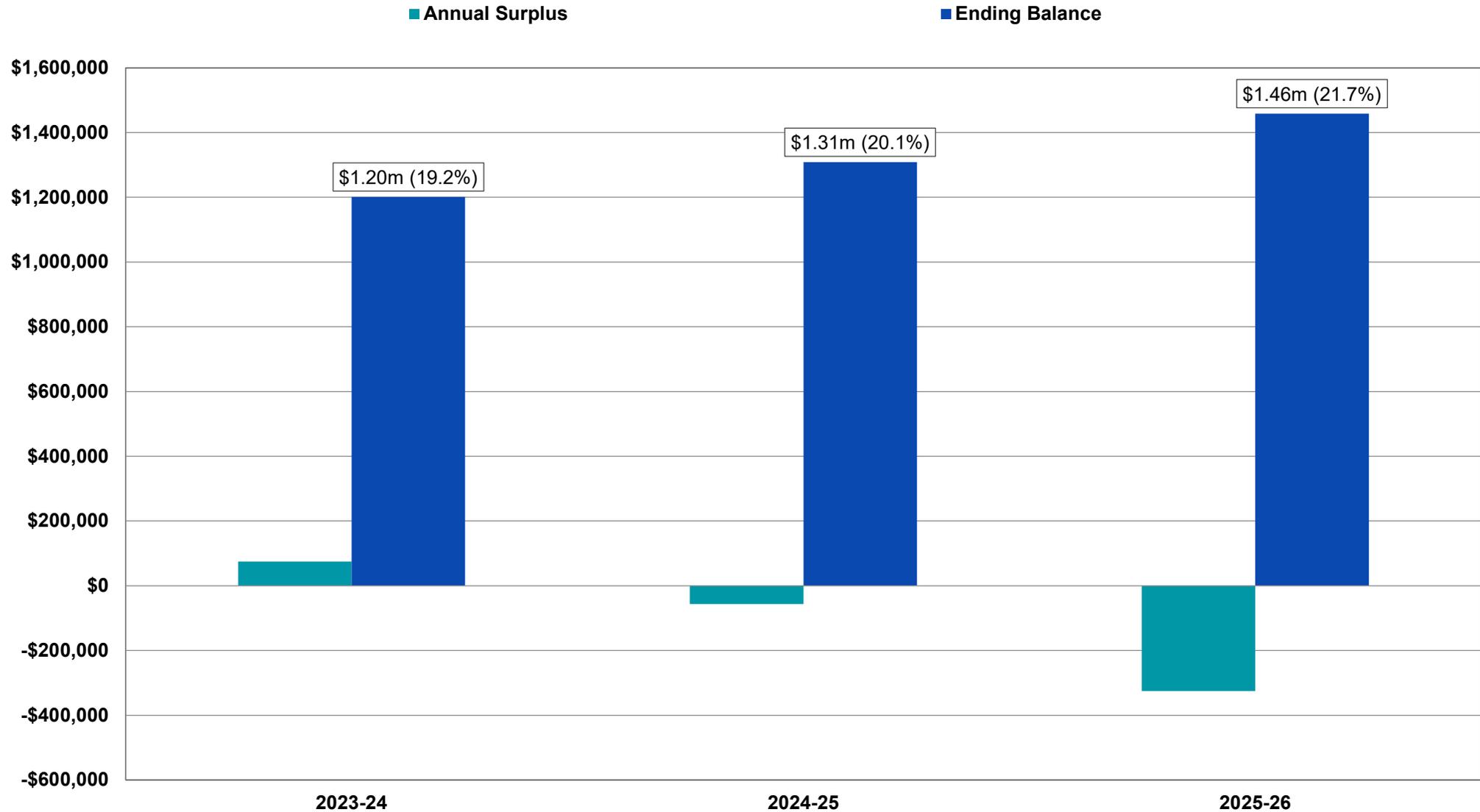


Magnolia Science Academy Magnolia Public Schools - Regular Board Meeting - Agenda - Thursday June 22, 2023 at 6:30 PM - Adopted Budget & Multiyear Projections

	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
Total Enrollment	3,569	3,730	161
Revenues	\$6,633,935	\$7,891,287	\$1,257,352
Expenditures	\$6,652,514	\$7,860,276	*\$1,236,391
Net Deficit/Surplus	(\$18,579)	\$31,011	\$20,961
Ending Fund Balance	\$2,372,284	2,403,296	\$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>22-23 SIB</u>	<u>23-24 Budget</u>	<u>Difference</u>
Revenue			
CMO Fee - MSA-1	1,201,574	1,106,231	-95,343
CMO Fee - MSA-2	1,201,574	1,106,231	-95,343
CMO Fee - MSA-3	863,362	795,103	-68,259
CMO Fee - MSA-4	172,726	172,849	123
CMO Fee - MSA-5	225,296	207,418	-17,878
CMO Fee - MSA-6	247,824	172,849	-74,975
CMO Fee - MSA-7	225,296	553,115	327,819
CMO Fee - MSA-8	863,362	795,103	-68,259
CMO Fee - MSA-SA	750,984	1,106,231	355,247
CMO Fee - MSA-SD	450,590	449,406	-1,184
ERC		521,750	
Other Revenue		905,001	
Total Revenue	6,202,588	7,891,287	1,688,699
Expense			
Employee Salaries		4,537,257	
Employee Benefits		1,564,586	
Books & Supplies		107,250	
Services & Other Operating Expenses		1,650,324	
Capital Outlay & Depreciation		859	
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
- Potential New Schools in 24/ 25
- In-Housing and Consolidating ASES, 21st Century & ELOP Programs in 24/ 25

Funding Opportunities

- Federal CSP Grant
- PCSGP
- 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 - 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%

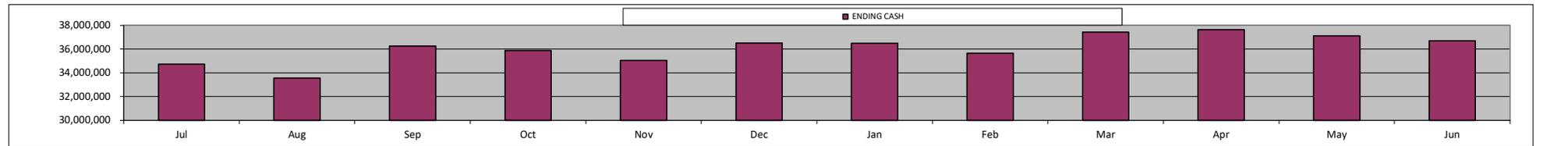
2023-24 July Budget		Annual Budget			
CONSOLIDATED		2022-23	Proposed	Variance From	Variance as %
		Estimated Actuals	July Budget	Prior Year	
Books & Supplies					
4100	Text&CoreCurric	537,598	811,898	274,300	51%
4200	BooksOthRefMats	33,000	33,850	850	3%
4300	Materials and Supplies	79,840	16,000	(63,840)	-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	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.		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	Proposed July Budget	Variance	Variance as %
		Estimated Actuals		From Prior Year	

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%

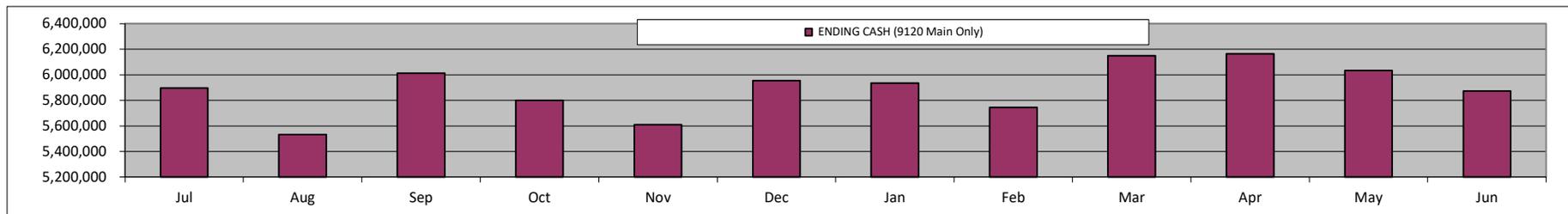
2023-24 July Budget		Annual Budget			
MSA 1		2022-23 Estimated Actuals	Proposed July Budget	Variance From Prior Year	Variance as %
Books & Supplies					
4100	Text&CoreCurric	75,000	150,000	75,000	100%
4200	BooksOthRefMats	8,500	8,500	-	0%
4300	Materials and Supplies	20,085	-	(20,085)	-100%
4310	Ins Mats & 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 Estimated Actuals	Proposed July Budget	Variance From Prior Year	Variance as %
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													
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	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.

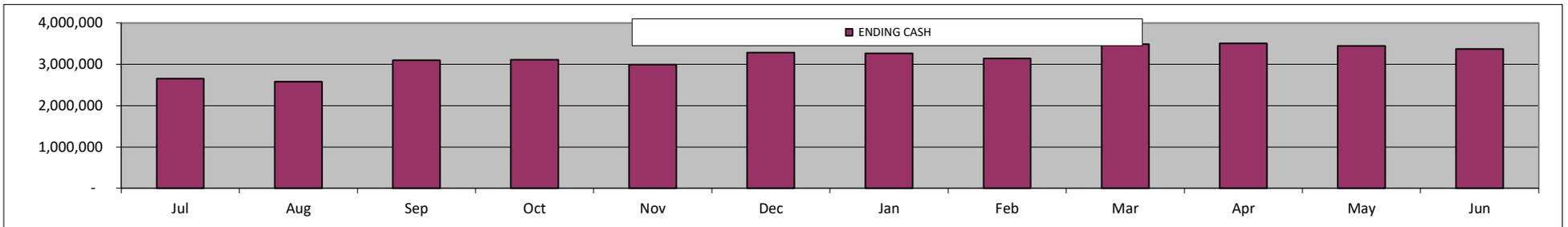
Services & Operating costs are projected to be (\$168,025) lower than in the prior year.

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													
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	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		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 Estimated Actuals	Proposed July Budget	Variance From Prior Year	Variance as %
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%

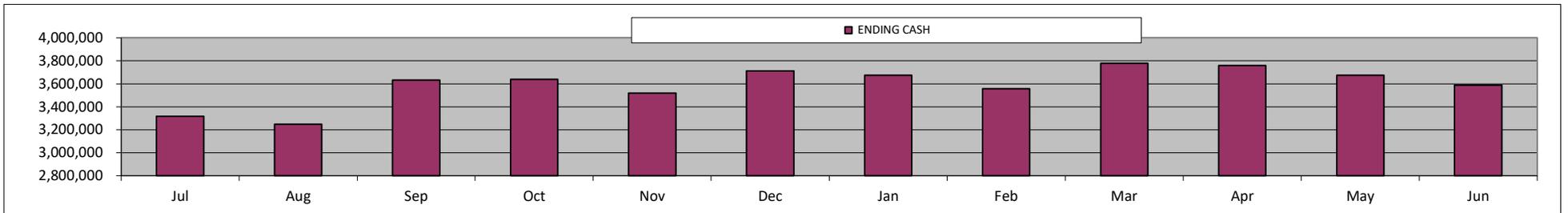
2023-24 July Budget		Annual Budget			
MSA 3		2022-23	Proposed July Budget	Variance	Variance as %
		Estimated Actuals		From Prior Year	
Books & Supplies					
4100	Text&CoreCurric	110,000	90,100	(19,900)	-18%
4200	BooksOthRefMats	1,000	1,060	60	6%
4300	Materials and Supplies	-	-	-	0%
4310	Ins Mats & Sups	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	Proposed July Budget	Variance	Variance as %
		Estimated Actuals		From Prior Year	
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													
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	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		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			
		2022-23 Estimated Actuals	Proposed July Budget	Variance From Prior Year	Variance as %
MSA 4					
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 July Budget	Variance	Variance as %
		Estimated Actuals		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%

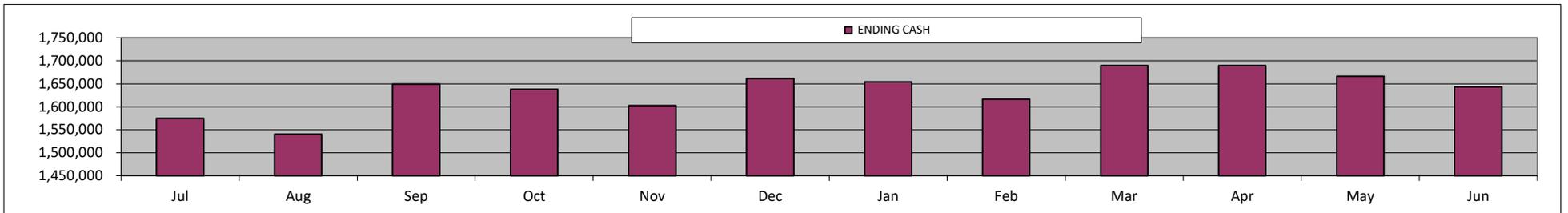
2023-24 July Budget		Annual Budget			
MSA 4		2022-23 Estimated Actuals	Proposed July Budget	Variance From Prior Year	Variance as %
Books & Supplies					
4100	Text&CoreCurric	15,000	35,000	20,000	133%
4200	BooksOthRefMats	-	-	-	0%
4300	Materials and Supplies	10,085	-	(10,085)	-100%
4310	Ins Mats & Sups	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	Proposed July Budget	Variance	Variance as %
		Estimated Actuals		From Prior Year	
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													
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	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	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			
		2022-23 Estimated Actuals	Proposed July Budget	Variance From Prior Year	Variance as %
MSA 5					
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%

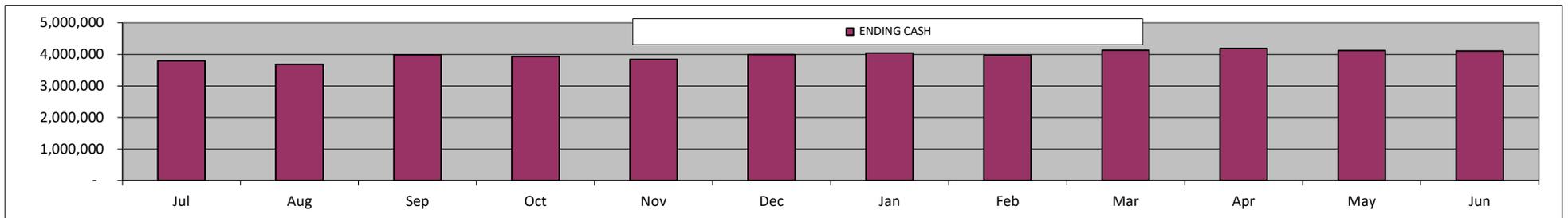
2023-24 July Budget		Annual Budget			
MSA 5		2022-23	Proposed July Budget	Variance	Variance as %
		Estimated Actuals		From Prior Year	
Books & Supplies					
4100	Text&CoreCurric	20,000	21,200	1,200	6%
4200	BooksOthRefMats	8,500	9,010	510	6%
4300	Materials and Supplies	1,500	5,000	3,500	233%
4310	Ins 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	Proposed July Budget	Variance	Variance as %
		Estimated Actuals		From Prior Year	
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													
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	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 Estimated Actuals	Proposed July Budget	Variance From Prior Year	Variance as %
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%

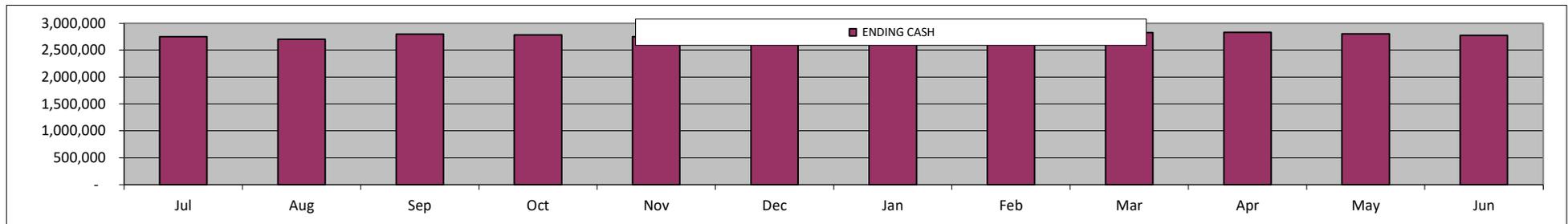
2023-24 July Budget		Annual Budget			
MSA 6		2022-23 Estimated Actuals	Proposed July Budget	Variance From Prior Year	Variance as %
Books & Supplies					
4100	Text&CoreCurric	20,000	21,200	1,200	6%
4200	BooksOthRefMats	-	-	-	0%
4300	Materials and Supplies	20,085	-	(20,085)	-100%
4310	Ins Mats & Sups	2,000	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													
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	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		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	<<< = 141 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	SchoolNutrState	-	-	-	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%

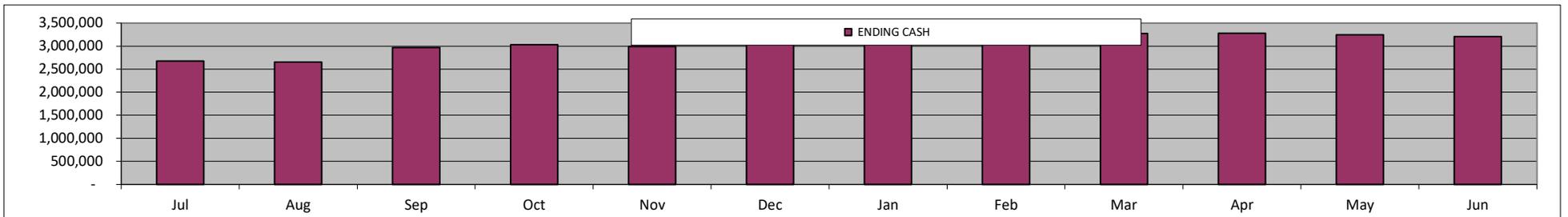
2023-24 July Budget		Annual Budget			
MSA 7		2022-23	Proposed July Budget	Variance From Prior Year	Variance as %
		Estimated Actuals			
Books & Supplies					
4100	Text&CoreCurric	10,000	25,800	15,800	158%
4200	BooksOthRefMats	2,000	2,160	160	8%
4300	Materials and Supplies	18,000	7,000	(11,000)	-61%
4310	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 Estimated Actuals	Proposed July Budget	Variance From Prior Year	Variance as %
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													
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	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		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%

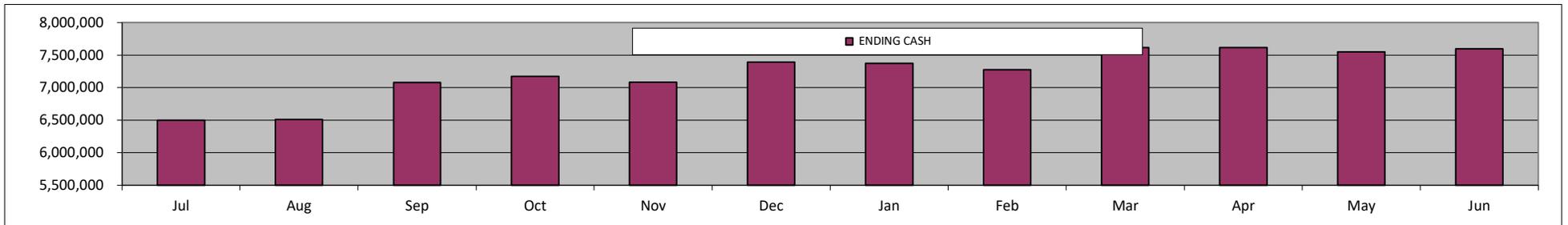
2023-24 July Budget		Annual Budget			
MSA 8		2022-23 Estimated Actuals	Proposed July Budget	Variance From Prior Year	Variance as %
Books & Supplies					
4100	Text&CoreCurric	100,000	100,000	-	0%
4200	BooksOthRefMats	10,000	10,000	-	0%
4300	Materials and Supplies	10,085	-	(10,085)	-100%
4310	Ins Mats & 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													
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	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	SchoolNtrState	-	-	-	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%

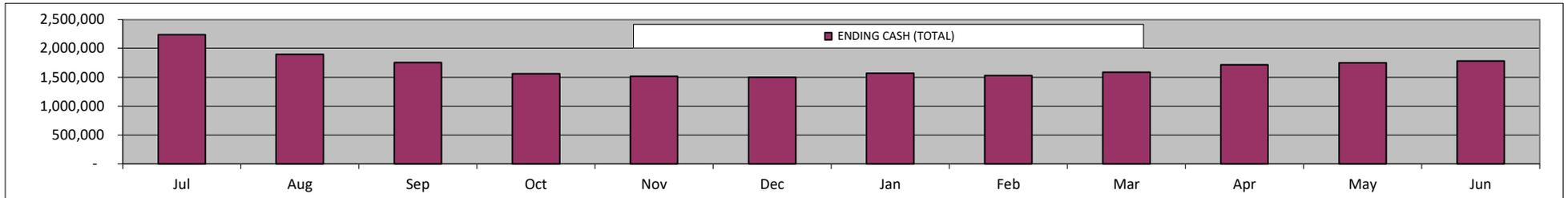
2023-24 July Budget		Annual Budget			
MSA SA		2022-23 Estimated Actuals	Proposed July Budget	Variance From Prior Year	Variance as %
Books & Supplies					
4100	Text&CoreCurric	100,000	106,000	6,000	6%
4200	BooksOthRefMats	1,000	1,060	60	6%
4300	Materials and Supplies	-	-	-	0%
4310	Ins Mats & Sups	12,500	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													
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	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	(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%

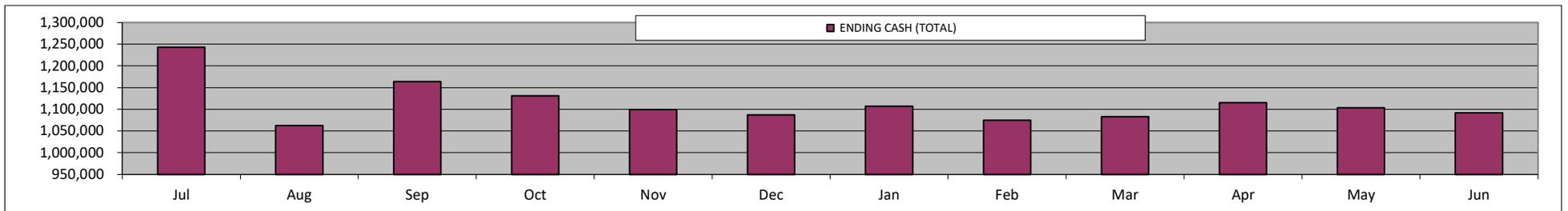
2023-24 July Budget		Annual Budget			
MSA SD		2022-23 Estimated Actuals	Proposed July Budget	Variance From Prior Year	Variance as %
Books & Supplies					
4100	Text&CoreCurric	22,000	107,000	85,000	386%
4200	BooksOthRefMats	1,000	1,060	60	6%
4300	Materials and Supplies	-	-	-	0%
4310	Ins Mats & Sups	8,986	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													
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	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)		(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%

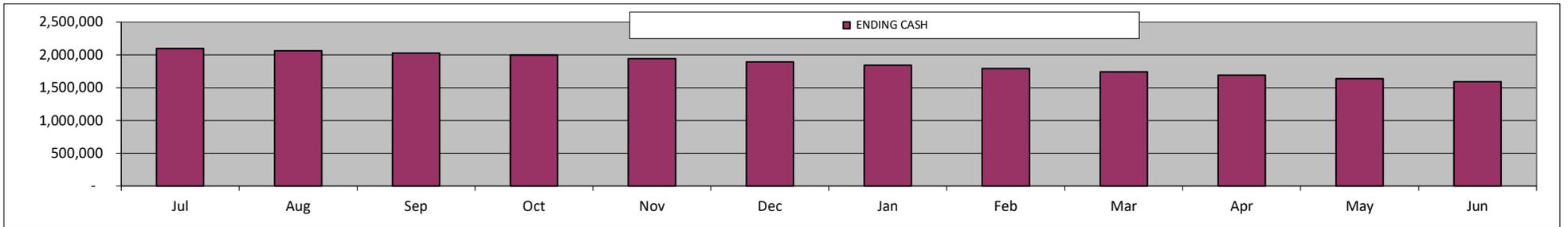
2023-24 July Budget		Annual Budget			
MERF		2022-23 Estimated Actuals	Proposed July Budget	Variance From Prior Year	Variance as %
Books & Supplies					
4100	Text&CoreCurric	1,000	1,000	-	0%
4200	BooksOthRefMats	-	-	-	0%
4300	Materials and Supplies	-	-	-	0%
4310	Ins Mats & Sups	-	-	-	0%
4315	OthrSupplies	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													
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	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	4,290	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	66,013	1,650,324
Depreciation / Cap Outlay	69	69	69	69	69	69	69	69	69	69	69	69	34	859
Other Outflows	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses	649,162	70,337	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		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)		(103,428)
Total Other Transactions	24,347	7,898	7,898	7,898	(8,550)		(20,361)							
Total Change in Cash	(17,793)	(34,241)	(34,241)	(34,241)	(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%

**Magnolia Educational & Research Foundation dba Magnolia Public Schools
CMO Fee Policy**

The Board of Directors (“Board”) of Magnolia Public Schools (“MPS”) adopts the following policy for the MPS charter schools to fairly fund the Home Office for administrative services and support provided to the schools, sometimes referred to as the “CMO fee”. The Board authorizes and delegates to the MPS Chief Executive Officer, Executive Team and their designees (collectively, the “Home Office Team”) to calculate and collect the CMO fee in accordance with this policy.

Calculation of CMO Fee

By June 30 each year, the Home Office Team will estimate the total costs for the Home Office to provide services and support to MPS schools for the coming fiscal year on an organization-wide basis for purposes of calculating the CMO fee for each school. The Home Office Team will categorize costs into two groups: (1) estimated costs to provide administrative and organization-wide services and support that are utilized by all MPS schools, such as management, human resources, accounting, student and special education services, technology, etc., with an added 10% to account for unanticipated cost increases (the “Home Office Service Costs”); and, (2) costs that are specific to a particular MPS school or site, such as rent, debt service, utilities and facilities management (the “School-Specific Costs”). Generally, the Home Office Services Costs include salaries of administrators and others providing services organization-wide, vendor contracts for such services, and other various costs. These estimates are for budgeting purposes, and may fluctuate during the fiscal year based on the Home Office’s actual expenses to provide such services and support.

The Home Office Team will assess each school’s CMO Fee as follows:

- Magnolia Science Academy San Diego (“MSA SD”) will pay 11% of its general purpose funding to the Home Office as its CMO Fee. The term “general purpose funding” consists of state aid, local property taxes, and other revenues applied towards the school’s local control funding formula (LCFF), as defined in Education Code Section 47632(d). It does not include federal funds, other restricted funds, or charitable donations collected by the school.
- After application of the MSA SD CMO Fee, each of the other MPS schools will pay the remaining Home Office Services Costs on a per-capita enrollment basis as its CMO Fee. The following simplified example (figures are for example purposes only) illustrates the calculation:

Total enrollment of all MPS schools:	5,000 students
Enrollment of MSDSD:	400 students
Total Home Office Services Costs:	\$500,000
MSASD 11% funding:	\$20,000

Each school’s CMO Fee shall be its enrollment multiplied by the following:

$$\frac{(\$500,000 - \$20,000)}{4,600}$$

The Home Office Team will track the School-Specific Costs by school, and will collect funds/reimbursement for School-Specific Costs directly from each school based on the actual costs incurred by each school.

Periodic Review and Collection of CMO Fee

The Home Office Team will periodically review CMO fee assessment for each MPS school and any School-Specific Costs for the school. The amount of the Home Office Service Costs may be adjusted to account for the Home Office’s actual expenses throughout the year, which may in turn raise or lower each school’s CMO fee (except for MSA SD).

Coversheet

Approval of the 2023-24 MPS Master List of Contracts for the 2023-24 Fiscal Year

Section: V. Action Items
Item: D. Approval of the 2023-24 MPS Master List of Contracts for the 2023-24
Fiscal Year
Purpose: Vote
Submitted by:
Related Material:
V_D_2023-24 Master List of Contracts for the 2023-24 Fiscal Year & Extension of Agreements with
Eide Bailey and DMS.pdf



Agenda Item:	V D: Action Item
Date:	June 22, 2023
To:	Magnolia Educational & Research Foundation dba Magnolia Public Schools (“MPS”) Board of Directors (the “Board”)
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead(s):	Steve Budhraj Ed.D, Chief Financial Officer
RE:	Approval of 2023-24 Master List of Contracts for the 2023-24 Fiscal Year & Extension of Agreements with Eide Bailey and Delta Management Systems (DMS)

Action Proposed:

I move that the Board approve the Master List of Contracts for the 2023-24 Fiscal Year and the extension of agreements with Eide Bailey and Delta Management Systems (DMS).

Background:

The California Education Code (EC), requires Governing Boards to approve ongoing contracts that exceed bid threshold guidelines. These guidelines as noted in the MPS Financial Policies include all contracts including those that exceed \$90,000 for vendors have maintained agreements with MPS annually or over multiple years.

There are two contract renewals that have been included in the board packet as follows. The first is the annual agreement with MPS’ Audit Firm (Eide Bailey). Eide Baily has worked with MPS for over approximately 8 years and the firm is a member of HLB International, a worldwide organization of accounting firms and business advisors. MPS staff has a good working relationship with the firm and our auditor’s report will provide an opinion on the following supplementary information in relation to the financial statements as a whole.

1. Consolidated Schedule of Expenditures of Federal Awards
2. Local Education Agency Organization Structure
3. Schedule of Average Daily Attendance (ADA)
4. Schedule of Instructional Time
5. Reconciliation of Annual Financial and Budget Report with Audited Financial Statements
6. Consolidating Statement of Financial Position
7. Consolidating Statement of Activities
8. Foundation Only Comparative Statement of Financial Position
9. Foundation Only Comparative Statement of Activities
10. Debt Covenants
11. Consolidating Schedule of Property and Equipment
12. Note to Supplementary Information

The agreement would extend through the 2023-24 fiscal year with an estimated cost of approximately \$110,000, which would cover the cost of auditing 10 school sites and the Home Office. These costs



have been incorporated into the 2023-24 Adopted Budget.

The second annual agreement would be the extension of the term with our current back-office provide, Delta Management Systems (DMS). MPS has evaluated the option of performing these services in-house, however upon analysis it appears that the costs for paying for additional MPS personnel along with the employee benefits would be much greater than continuing to contract with this company. As a result, MPS staff recommends to continue our relationship with DMS. MPS has maintained a strong working relationship with the company and continues to have regular meetings between MPS and DMS staff on identifying ways to improve processes. Therefore, we wish to continue to utilize their services and extend our term from July 1, 2023 to June 30, 2026 at a rate of \$146 per Average Daily Attendance (ADA). The estimated annual costs of approximately \$600,000 has been incorporated into the 2023-24 Adopted Budget.

Budget Implications:

The fiscal impact of the Annual Contracts for the 23/24 Fiscal Year has been incorporated into the Adopted Budget for the 2023-24 year that was presented to the Board on June 8, 2023.

Exhibits (Attachments):

- Magnolia Public Schools - Master List of Contracts for 2023-24.
- Annual agreement for services with Eide Bailey FY 2023-24
- Multiyear agreement for services with Delta Management Services (DMS) FY 2023-24 – 2025-26

MPS Annual Contracts - Fiscal Year 2023-24

Org Id	Vendor	FY 23-24	Department	Comment	Contact Lead	Annual/Multiyear Agreement
MSA 6	Companion	\$ 1,500	Academics	Alexandria Library software renewal	Erdinc Acar	Annual
Diego	Quizizz Inc	\$ 2,000	Academics	Quizizz Program	Erdinc Acar	Annual
MSA Bell	Iron Mountain, Inc.	\$ 2,500	Operations	Record Storage and Retention/LA998	Suat Acar	Fixed Service Contract
MSA 1 & SD	JAMF Software LLC	\$ 2,500	Operations	Apple Management JAMF License	Suat Acar	Annual
MERF	Document Tracking Services	\$ 3,000	Accountability	Document Tracking Services	David Yilmaz	Annual
MSA 1 & SD	AssetWorks	\$ 4,000	Finance	Inventory Management Systems	Steve Budhraj	Annual
MSA 1	S&P Global Ratings	\$ 4,000	Finance	S&P Global Ratings	Steve Budhraj	Annual
MERF	School Services of Ca. Inc.	\$ 4,200	Finance	Virtual Learning	Steve Budhraj	Annual
MSA 1 & SD	Zendesk Inc	\$ 4,500	Operations	IT Supports Desk Services	Suat Acar	Annual
Ana	Parchment LLC	\$ 4,700	Academics	Alumni Subscription	Erdinc Acar	Annual
MSA 1 & SD	Arbiter Group	\$ 5,000	Finance	CIF Payment System	Steve Budhraj	Annual
MSA Bell	Goalbook	\$ 5,000	Academics	Special Education	Erdinc Acar	Annual
MSA 1	Golden State Elevator, Inc.	\$ 5,000	Facilities	Monthly Service Contract #0371	Patrick Ontiveros	Fixed Service Contract
MSA Bell	Image IV Systems (MS01)	\$ 5,000	Finance	Lease Equipment	Steve Budhraj	Annual
Ana	Otis Elevator Company	\$ 5,000	Facilities	Service Agreement	Patrick Ontiveros	Fixed Service Contract
MERF	Pension Profit Sharing Service	\$ 5,000	Finance	John Hancock - retirement services	Steve Budhraj	Annual
MSA Bell	Savvas Learning Company LLC	\$ 5,000	Academics	Software - Ed Services	Erdinc Acar	Annual
MSA 1	Schindler Elevator Corp	\$ 5,000	Facilities	Maintenance Agreement	Patrick Ontiveros	Annual
MSA 3	Edmentum	\$ 6,000	Academics	Unlimited 12 month access PD learning	Erdinc Acar	Annual
MERF	Iron Mountain	\$ 6,500	Operations	Offsite Storage MERF	Suat Acar	Fixed Service Contract
MSA 1	Port53 Technologies Inc	\$ 8,000	Operations	Firewall	Suat Acar	Annual
MSA 4	Western Assoc of Schools & Colleges	\$ 8,000	Accountability	WASC Membership MID Cycle Review	David Yilmaz	Annual
MSA 4	Williams Scotsman, Inc.	\$ 8,000	Facilities	Williams Scotsman Steps and Mobile Office	Patrick Ontiveros	Annual
MSA 1 & SD	Cordata	\$ 8,400	Accountability	Digital Storage and Record Retention	David Yilmaz	Multiyear
MERF	EZ Space Storage	\$ 10,000	Operations	Curriculum Storage	Suat Acar	Annual
MSA 1	Hewlett Packard Financial	\$ 10,000	Finance	HP Computer Leases	Steve Budhraj	Annual
MSA 1 & SD	KQ Management	\$ 10,000	Communications	Charter School Petition Consultant	Brenda Lopez	Annual
MSA 1 & SD	Motivating Systems LLC	\$ 10,000	Academics	PBIS program to support positive behavior	Erdinc Acar	Annual
MSA 1 & SD	Ubistor	\$ 10,000	Operations	Data Services	Suat Acar	Annual
MSA 1 & SD	Hop Skip Drive	\$ 10,000	Academics	Student Transportation	Erdinc Acar	Annual
MSA 1 & SD	Families in School	\$ 10,000	Communications	Community Partners	Brenda Lopez	Fixed Service Contract
MERF	Care Solace	\$ 11,000	Academics	Wellness Center	Erdinc Acar	Annual
MSAMSA 1	Office of Dr Betty B Bostani	\$ 12,000	Academics	SPED Services (Legal)	Erdinc Acar	Annual
MSA 1	Sherman Way Terrace LP	\$ 12,000	Facilities	Sherman Way Terrace	Patrick Ontiveros	Annual
MSA 1 & SD	T-Mobile	\$ 12,000	Operations	Hot Spot Services	Suat Acar	Annual
MERF	Learningtech.org	\$ 12,500	Operations	Emergency Connectivity Fund Management Servi	Suat Acar	Annual
MERF	BoardOn Track	\$ 14,000	Board	Board on Track Membership	Alfredo Rubalcava	Annual
MSA 1 & SD	Educational Networks, Inc.	\$ 14,000	Communications	Educational Networks	Brenda Lopez	Annual
MERF	Explora International, LLC.	\$ 15,000	CEO	Leader Development Services	Alfredo Rubalcava	Annual
MSA 6	California Music Box	\$ 16,000	Academics	Music Program	Erdinc Acar	Annual
MSA 3	Tutor Me Education	\$ 17,000	Academics	Tutoring	Erdinc Acar	Annual
MERF	Jeannette Cruz-Reiber	\$ 18,000	Operations	HR Consulting Credentialing Service	Suat Acar	Annual
MSA 1 & SD	Kids Kan Inc - Dr Gale Gorcke	\$ 18,000	Academics	Professional Consultant	Erdinc Acar	Annual
Ana	OCDE	\$ 18,000	Finance	Payroll Retirement Services	Steve Budhraj	Annual
Ana	ParentSquare	\$ 18,500	Communications	Messenger Services	Brenda Lopez	Annual
MSA 1 & SD	Child Care Career LLC dba The Education Team	\$ 20,000	Operations	Substitute Services	Suat Acar	Annual
MSA 1 & SD	Los Angeles County Metro Transit - LACTMA	\$ 20,000	Academics	Metro Bus Passes	Erdinc Acar	Annual
MSA 1	Mobile Modular Portable Storage	\$ 20,000	Facilities	Container 8x40 #403933 and Bathroom and Classroom	Patrick Ontiveros	Annual

MPS Annual Contracts - Fiscal Year 2023-24

MERF	School House Consulting	\$ 20,000	Operations	Consultant Services	Suat Acar	Annual
MSA 1 & SD	1st Sports Complex	\$ 20,000	Facilities	Sports Arena Complex Rentals	Erdinc Acar	Annual
MSA 3	Vista Higher Learning Inc	\$ 23,000	Academics	Spanish Text Books	Erdinc Acar	Annual
MSA 1 & SD	Adobe Inc.	\$ 25,000	Operations	Adobe License all sites	Suat Acar	Annual
	CA State University of Northridge - Family Mitchell Clininc	\$ 25,000	Academics	Therapy Services	Erdinc Acar	Annual
MSA 1 & SD	Digital Synergy Consulting Inc	\$ 25,000	Operations	Ruckus License Renewal	Suat Acar	Annual
MSA 3	Eduspire Solutions, LLC EHAllpass	\$ 25,000	Academics	Appointment Pass	Erdinc Acar	Annual
MERF	LA Coalition	\$ 25,000	CEO	LA Coalition for Excellent Public Schools	Alfredo Rubalcava	Annual
MSA 1 & SD	Nearpod Inc	\$ 25,000	Academics	Nearpod	Erdinc Acar	Annual
Ana	Procopio	\$ 25,000	Legal	Legal Matters	Patrick Ontiveros	Annual
MSA 1 & SD	Schoolbinder Inc (TeachBoost)	\$ 25,000	Accountability	Employee HR Review Packages	David Yilmaz	Annual
Santa Ana	Linda Mood Bells Learning	\$ 28,000	Academics	SPED Services	Erdinc Acar	Annual
MERF	Media Image Public Relations	\$ 30,000	Communications	Member Renewal	Brenda Lopez	Annual
MSA 1 & SD	BrainPOP LLC	\$ 30,000	Academics	Unlimited 12 month access ELL and Brain Pop JR science	Erdinc Acar	Multiyear
MSA 1 & SD	Custom Computer	\$ 30,000	Accountability	Tableau	David Yilmaz	Multiyear
MERF	Grants Republic	\$ 30,000	Communications	Grant Consulting	Brenda Lopez	Fixed Service Contract
MSA 2	ONE Generation	\$ 30,000	Academics	Soccer Field (Rental)	Erdinc Acar	Annual
MSA 2	Parent Education Bridge	\$ 30,000	Communications	Parent Language Classes - EL	Brenda Lopez	Annual
MSA 1 & SD	Liminex, Inc	\$ 33,000	Operations	GO Guardian Chromebook Security	Suat Acar	Annual
MSA 1 & SD	School Mint Inc	\$ 33,000	Accountability	Student Recruitment	David Yilmaz	Annual
MSA 1 & SD	California Charter School Assn	\$ 35,000	CEO	CCSA Dues and Membership Fees	Alfredo Rubalcava	Annual
MSA 1 & SD	Microsoft Corporation	\$ 40,000	Operations	Microsoft Annual Agreement	Suat Acar	Annual
MSA 1 & SD	NWEA	\$ 40,000	Accountability	MAP Testing	David Yilmaz	Multiyear
MSA 1 & SD	Pitney Bowes Global Financial	\$ 40,000	Finance	Lease Equipment & Postage Supplies	Steve Budhraj	Annual
MSA 1 & SD	Adaptive Insights	\$ 43,000	Finance	Budgeting Software	Steve Budhraj	Multiyear
MSA 1 & SD	Infinite Campus	\$ 45,000	Accountability	Student Information System	David Yilmaz	Multiyear
MSA 1 & SD	ADT	\$ 50,000	Facilities	Security Services	Patrick Ontiveros	Multiyear
MSA 6	Rabuild Commercial Services	\$ 50,000	Facilities	Entitlement Services	Patrick Ontiveros	Annual
MSA 5	Rafeal Franco & Associates	\$ 50,000	Facilities	Feasibility Study	Suat Acar	Annual
MSA 1 & SD	Xerox Financial Services	\$ 50,000	Finance	Lease Copier Contract	Steve Budhraj	Annual
MSA 1 & SD	Zingo Construction	\$ 50,000	Facilities	Construction and Repair Services	Patrick Ontiveros	Annual
MSA 1 & SD	Jazz Empowers	\$ 51,200	Academics	Jazz band	Erdinc Acar	Annual
MSA 1 & SD	IXL Learning	\$ 54,000	Academics	Science Site Licenses	Erdinc Acar	Multiyear
MERF	SchoolAbility	\$ 55,000	Finance	Finance Software - Accounting	Steve Budhraj	Annual
MSA 1	National Construction Rentals	\$ 60,000	Facilities	National Construction Rental	Patrick Ontiveros	Annual
MSA 1 & SD	Amancear Consulting	\$ 65,000	Communications	Grant Consulting	Brenda Lopez	Annual
MSA 1 & SD	Side to Side Cleaning	\$ 70,000	Facilities	Custodial Services	Patrick Ontiveros	Fixed Service Contract
Diego	YMCA of San Diego County	\$ 70,000	Operations	ASES	Suat Acar	Annual
Diego	Specialized Therapy Services	\$ 75,000	Academics	Vision Services	Erdinc Acar	Annual
MSA 1 & SD	Edugenuity	\$ 86,000	Academics	Digital Libraries Odysseyware Software	Erdinc Acar	Multiyear
MSA 1 & SD	McGraw-Hill School Education	\$ 100,000	Academics	Cirriculum Book Order	Erdinc Acar	Annual
MSA 6	Musick Peeler & Garrett LLP	\$ 100,000	Legal	Legal Services	Patrick Ontiveros	Annual
MSA 6	Pacific Charter School Development	\$ 100,000	Facilities	Project management Fee MSA7	Patrick Ontiveros	Annual
MSA 1 & SD	Eide Bailley	\$ 110,000	Finance	Audit Services	Steve Budhraj	Annual
MSA 1 & SD	Renaissance Learning Inc	\$ 119,000	Academics	Software - Ed Services	Erdinc Acar	Annual
MSA Bell	MetLife	\$ 125,000	Operations	Metlife	Suat Acar	Annual
MSA 6	Mutual of Omaha	\$ 125,000	Operations	Life Insurance ADD	Suat Acar	Annual
MERF	Larson Communications	\$ 140,000	Communications	Public Relations	Brenda Lopez	Annual
MSA 1 & SD	World Private Security, Inc.	\$ 150,000	Operations	Security Guard Services	Suat Acar	Annual
MSA 1 & SD	Young, Miney, & Corr. LLP	\$ 150,000	Legal	Legal Services	Patrick Ontiveros	Annual

MPS Annual Contracts - Fiscal Year 2023-24

MSA 1 & SD	LA County Office of Education Student Support Services	\$ 150,000	Operations	PBIS and Beg Teacher Services	Suat Acar	Annual
MERF	Kajima Deveopment Corporation	\$ 180,000	Facilities	CMO Facilities	Patrick Ontiveros	Multiyear
MSA 1 & SD	Edlogical	\$ 200,000	Academics	SPED Services	Erdinc Acar	Multiyear
MSA 5	Paycom	\$ 250,000	Finance	Paycom Fees Payroll	Steve Budhraj	Annual
MSA 1 & SD	Cross Country Staffing Inc.	\$ 300,000	CEO	Nursing/SPED services	Alfredo Rubalcava	Multiyear
MSA 1 & SD	Think Together	\$ 300,000	Operations	ASES Afterschool Services	Suat Acar	Annual
MSA 1 & SD	Uniformity DM Graphics	\$ 300,000	Operations	Student uniform services	Suat Acar	Annual
MSA 1 & SD	eLuma Online Therapy	\$ 350,000	Academics	Speech and Language Services	Erdinc Acar	Multiyear
MSA 6	First Luth. Chr. of Northridge	\$ 350,000	Facilities	Facilities Rental Payment	Patrick Ontiveros	Multiyear
MSA 1 & SD	Riders Express	\$ 500,000	Operations	Student Transportation	Alfredo Rubalcava	Annual
MSA 1 & SD	ARC	\$ 550,000	Operations	ASES Program	Suat Acar	Annual
MSA 1 & SD	21st Century Staffing LLC	\$ 575,000	Operations	Substitute Services	Suat Acar	Annual
MERF	Delta Managed Solutions, Inc.	\$ 600,000	Operations	Back office provider	Steve Budhraj	Multiyear
MSA 1 & SD	Houghton Mifflin Court	\$ 675,000	Academics	Math Textbook Adoption	Erdinc Acar	Multiyear
MSA 1 & SD	CharterSAFE	\$ 945,000	Finance	Premium Package Insurance - April	Steve Budhraj	Annual
MSA 1 & SD	Scout Education	\$ 950,000	Operations	Substitute Services	Suat Acar	Annual



March 1, 2023

Steve Budhreja Ed.D.
Chief Financial Officer
Magnolia Public Schools
250 E 1st Street, Suite 1500
Los Angeles, CA 90012

You have requested that we audit the consolidated financial statements (the financial statements) of Magnolia Public Schools (the Organization), which comprise the consolidated statement of financial position as of June 30, 2023, and the related consolidated statements of activities, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements.

In addition, we will audit the entity's compliance over major federal award programs for the period ended June 30, 2023. We are pleased to confirm our acceptance and our understanding of this audit engagement by means of this letter. Our audits will be conducted with the objectives of our expressing an opinion on the financial statements and an opinion on compliance regarding the entity's major federal award programs.

The objectives of our audit of the financial statements are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with auditing standards generally accepted in the United States of America (GAAS) will always detect a material misstatement when it exists. Misstatements, including omissions, can arise from fraud or error and are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

The supplementary information will be presented for purposes of additional analysis and is not a required part of the financial statements. Such information will be subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. Our auditor's report will provide an opinion on the supplementary information in relation to the financial statements as a whole.

1. Consolidated Schedule of Expenditures of Federal Awards
2. Local Education Agency Organization Structure
3. Schedule of Average Daily Attendance (ADA)
4. Schedule of Instructional Time
5. Reconciliation of Annual Financial and Budget Report with Audited Financial Statements
6. Consolidating Statement of Financial Position
7. Consolidating Statement of Activities

8. Foundation Only Comparative Statement of Financial Position
9. Foundation Only Comparative Statement of Activities
10. Debt Covenants
11. Consolidating Schedule of Property and Equipment
12. Note to Supplementary Information

The objectives of our compliance audit are to obtain sufficient appropriate audit evidence to form an opinion and report at the level specified in the governmental audit requirement about whether the entity complied in all material respects with the applicable compliance requirements and identify audit and reporting requirements specified in the governmental audit requirement that are supplementary to GAAS and *Government Auditing Standards*, if any, and perform procedures to address those requirements.

Schedule of Expenditures of Federal Awards (SEFA)

We will subject the schedule of expenditures of federal awards to the auditing procedures applied in our audit of the basic financial statements and certain additional procedures, including comparing and reconciling the schedule to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and additional procedures in accordance with auditing standards generally accepted in the United States of America. We intend to provide an opinion on whether the schedule of expenditures of federal awards is presented fairly in all material respects in relation to the financial statements as a whole.

Audit of the Financial Statements

We will conduct our audit in accordance with GAAS, the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States of America, the audit requirements of Title 2 U.S. Code of Federal Regulations (CFR) Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance) and the 2022-2023 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting, issued by the California Education Audit Appeals Panel as regulations.

As part of an audit of the financial statements in accordance with GAAS, we exercise professional judgment and maintain professional skepticism throughout the audit. We also:

- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. However, we will communicate to you in writing concerning any significant deficiencies or material weaknesses in internal control relevant to the audit of the financial statements that we have identified during the audit.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.

- Conclude, based on the audit evidence obtained, whether there are conditions or events, considered in the aggregate, that raise substantial doubt about the Organization's ability to continue as a going concern for a reasonable period of time.

Because of the inherent limitations of an audit, together with the inherent limitations of internal control, an unavoidable risk that some material misstatements or noncompliance may not be detected exists, even though the audit is properly planned and performed in accordance with U.S. GAAS and *Government Auditing Standards* of the Comptroller General of the United States of America and/or state or regulatory audit requirements.

Please note that the determination of abuse is subjective, and *Government Auditing Standards* does not require auditors to detect abuse.

Our responsibility as auditors is limited to the period covered by our audit and does not extend to any other periods.

We will issue a written report upon completion of our audit of the Organization's financial statements. Our report will be addressed to the Governing Board of the Organization. Circumstances may arise in which our report may differ from its expected form and content based on the results of our audit. Depending on the nature of these circumstances, it may be necessary for us to modify our opinion, add an emphasis-of-matter or other-matter paragraph(s) to our auditor's report, or if necessary, withdraw from the engagement. If our opinions on the basic financial statements are other than unmodified, we will discuss the reasons with you in advance. If, for any reason, we are unable to complete the audit or are unable to form or have not formed opinions, we may decline to express opinions or to issue a report as a result of this engagement.

In accordance with the requirements of *Government Auditing Standards*, we will also issue a written report describing the scope of our testing over internal control over financial reporting and over compliance with laws, regulations, and provisions of grants and contracts, including the results of that testing. However, providing an opinion on internal control and compliance over financial reporting will not be an objective of the audit and, therefore, no such opinion will be expressed.

We also will issue a written report on compliance with the types of compliance requirements (as applicable) as identified in the 2022-2023 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting.

Audit of Major Program Compliance

Our audit of the Organization's major federal award program(s) compliance will be conducted in accordance with the requirements of the Single Audit Act, as amended; and the provisions the Uniform Guidance; and will include tests of accounting records, a determination of major programs in accordance the Uniform Guidance, and other procedures we consider necessary to enable us to express such an opinion on major federal award program compliance and to render the required reports. We cannot provide assurance that an unmodified opinion on compliance will be expressed. Circumstances may arise in which it is necessary for us to modify our opinion or withdraw from the engagement.

The Uniform Guidance requires that we also plan and perform the audit to obtain reasonable assurance about whether material noncompliance with applicable laws and regulations, the provisions of contracts and grant agreements applicable to major federal award programs, and the applicable compliance requirements occurred, whether due to fraud or error, and express an opinion on the entity's compliance based on the audit. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS, *Government Auditing Standards*, and the Uniform Guidance

will always detect material noncompliance when it exists. The risk of not detecting material noncompliance resulting from fraud is higher than for that resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Noncompliance with the compliance requirements is considered material if there is a substantial likelihood that, individually or in the aggregate, it would influence the judgment made by a reasonable user of the report on compliance about the entity's compliance with the requirements of the federal programs as a whole.

As part of a compliance audit in accordance with GAAS and *Government Auditing Standards* of the Comptroller General of the United States of America; and the 2022-2023 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting, issued by the California Education Audit Appeals Panel as regulations, we exercise professional judgment and maintain professional skepticism throughout the audit. We also identify and assess the risks of material noncompliance, whether due to fraud or error, and design and perform audit procedures responsive to those risks.

Our procedures will consist of determining major federal programs and performing the applicable procedures described in the U.S. Office of Management and Budget *OMB Compliance Supplement* for the types of compliance requirements that could have a direct and material effect on each of the entity's major programs and performing such other procedures as we consider necessary in the circumstances. The purpose of those procedures will be to express an opinion on the entity's compliance with requirements applicable to each of its major programs in our report on compliance issued pursuant to the Uniform Guidance.

Also, as required by the Uniform Guidance, we will obtain an understanding of the entity's internal control over compliance relevant to the audit in order to design and perform tests of controls to evaluate the effectiveness of the design and operation of controls that we consider relevant to preventing or detecting material noncompliance with compliance requirements applicable to each of the entity's major federal award programs. Our tests will be less in scope than would be necessary to render an opinion on these controls and, accordingly, no opinion will be expressed in our report. However, we will communicate to you, regarding, among other matters, the planned scope and timing of the audit and any significant deficiencies and material weaknesses in internal control over compliance that we have identified during the audit.

We will issue a report on compliance that will include an opinion or disclaimer of opinion regarding the entity's major federal award programs, and a report on internal controls over compliance that will report any significant deficiencies and material weaknesses identified; however, such report will not express an opinion on internal control.

Management's Responsibilities

Our audit will be conducted on the basis that management and, when appropriate, those charged with governance, acknowledge and understand that they have responsibility:

- a. For the preparation and fair presentation of the financial statements in accordance with accounting principles generally accepted in the United States of America;
- b. For the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error;
- c. For identifying, in its accounts, all federal awards received and expended during the period and the federal programs under which they were received;
- d. For maintaining records that adequately identify the source and application of funds for federally funded activities;

- e. For preparing the schedule of expenditures of federal awards (including notes and noncash assistance received) in accordance with the Uniform Guidance requirements;
- f. For designing, implementing, and maintaining effective internal control over federal awards that provides reasonable assurance that the entity is managing federal awards in compliance with federal statutes, regulations, and the terms and conditions of the federal awards;
- g. For identifying and ensuring that the entity complies with federal laws, statutes, regulations, rules, provisions of contracts or grant agreements, and the terms and conditions of federal award programs and implementing systems designed to achieve compliance with applicable federal statutes, regulations, and the terms and conditions of federal award programs;
- h. For disclosing accurately, currently, and completely the financial results of each federal award in accordance with the requirements of the award;
- i. For identifying and providing report copies of previous audits, attestation engagements, or other studies that directly relate to the objectives of the audit, including whether related recommendations have been implemented;
- j. For taking prompt action when instances of noncompliance are identified;
- k. For addressing the findings and recommendations of auditors, for establishing and maintaining a process to track the status of such findings and recommendations and taking corrective action on reported audit findings from prior periods and preparing a summary schedule of prior audit findings;
- l. For following up and taking corrective action on current year audit findings and preparing a corrective action plan for such findings;
- m. For submitting the reporting package and data collection form to the appropriate parties;
- n. For making the auditor aware of any significant contractor relationships where the contractor is responsible for program compliance;
- o. To provide us with:
 - i. Access to all information of which management is aware that is relevant to the preparation and fair presentation of the financial statements including disclosures, and relevant to federal award programs, such as records, documentation, and other matters;
 - ii. Additional information that we may request from management for the purpose of the audit; and
 - iii. Unrestricted access to persons within the entity and others from whom we determine it necessary to obtain audit evidence;
- p. For adjusting the financial statements to correct material misstatements and confirming to us in the management representation letter that the effects of any uncorrected misstatements aggregated by us during the current engagement and pertaining to the current period under audit are immaterial, both individually and in the aggregate, to the financial statements as a whole;
- q. For acceptance of nonattest services, including identifying the proper party to oversee nonattest work;
- r. For maintaining adequate records, selecting and applying accounting principles, and safeguarding assets;
- s. For informing us of any known or suspected fraud affecting the entity involving management, employees with significant role in internal control and others where fraud could have a material effect on the compliance;
- t. For the accuracy and completeness of all information provided;
- u. For taking reasonable measures to safeguard protected personally identifiable and other sensitive information; and
- v. For confirming your understanding of your responsibilities as defined in this letter to us in your management representation letter.

With regard to the schedule of expenditures of federal awards referred to above, you acknowledge and understand your responsibility (a) for the preparation of the schedule of expenditures of federal awards in accordance with the applicable criteria, (b) to provide us with the appropriate written representations regarding the schedule of expenditures of federal awards, (c) to include our report on the schedule of expenditures of

federal awards in any document that contains the supplementary information and that indicates that we have reported on such schedule, and (d) to present the schedule of expenditures of federal awards with the audited financial statements, or if the schedule of expenditures of federal awards will not be presented with the audited financial statements, to make the audited financial statements readily available to the intended users of the schedule no later than the date of issuance by you of the supplementary information and our report thereon.

With regard to the supplementary information referred to above, you acknowledge and understand your responsibility: (a) for the preparation of the supplementary information in accordance with the applicable criteria; (b) to provide us with the appropriate written representations regarding supplementary information; (c) to include our report on the supplementary information in any document that contains the supplementary information and that indicates that we have reported on such supplementary information; and (d) to present the supplementary information with the audited financial statements, or if the supplementary information will not be presented with the audited financial statements, to make the audited financial statements readily available to the intended users of the supplementary information no later than the date of issuance by you of the supplementary information and our report thereon.

As part of our audit process, we will request from management and, when appropriate, those charged with governance, written confirmation concerning representations made to us in connection with the audit, including your understanding of your responsibilities as defined in this letter to us in your management representation letter.

Nonattest Services

With respect to any nonattest services we perform, we agree to perform the following:

- Prepare federal and state income tax returns.
- Prepare or assist with preparing financial statements in conformity with U.S. generally accepted accounting principles based on information provided by you.
- Complete the auditee's portion of the Data Collection Form.

We will not assume management responsibilities on behalf of Magnolia Public Schools. Magnolia Public School's management understands and agrees that any advice or recommendation we may provide in connection with our audit engagement are solely to assist management in performing its responsibilities.

The Organization's management is responsible for (a) making all management decisions and performing all management functions; (b) assigning a competent individual to oversee the services; (c) evaluating the adequacy of the services performed; (d) evaluating and accepting responsibility for the results of the services performed; and (e) establishing and maintaining internal controls, including monitoring ongoing activities.

Our responsibilities and limitations of the nonattest services are as follows:

- We will perform the services in accordance with applicable professional standards.
- The nonattest services are limited to the services previously outlined above. Our firm, in its sole professional judgment, reserves the right to refuse to do any procedure or take any action that could be construed as making management decisions or assuming management responsibilities. Our firm will advise the Organization with regard to tax positions taken in the preparation of the tax return, but the Organization must make all decisions with regard to those matters.

Data Collection Form

Prior to the completion of our engagement, we will complete the sections of the Data Collection Form that are our responsibility. The form will summarize our audit findings, amounts and conclusions. It is management's responsibility to submit a reporting package including financial statements, schedule of expenditure of federal awards, summary schedule of prior audit findings and corrective action plan along with the Data Collection Form to the federal audit clearinghouse. The financial reporting package must be text searchable, unencrypted, and unlocked. Otherwise, the reporting package will not be accepted by the federal audit clearinghouse. We will assist you in the electronic submission and certification. You may request from us copies of our report for you to include with the reporting package submitted to pass-through entities.

The Data Collection Form is required to be submitted within the *earlier* of 30 days after receipt of our auditors' reports or nine months after the end of the audit period, unless specifically waived by a federal cognizant or oversight agency for audits. Data Collection Forms submitted untimely are one of the factors in assessing programs at a higher risk.

Other

We understand that your employees will prepare all confirmations we request and will locate any documents or support for any other transactions we select for testing.

If you intend to publish or otherwise reproduce the financial statements and make reference to our firm, you agree to provide us with printers' proofs or masters for our review and approval before printing. You also agree to provide us with a copy of the final reproduced material for our approval before it is distributed.

During the course of the engagement, we will only provide confidential engagement documentation to you via Eide Bailly's secure portal or other secure methods, and request that you use the same or similar tools in providing information to us. Should you choose not to utilize secure communication applications, you acknowledge that such communication contains a risk of the information being made available to unintended third parties. Similarly, we may communicate with you or your personnel via e-mail or other electronic methods, and you acknowledge that communication in those mediums contains a risk of misdirected or intercepted communications.

Should you provide us with remote access to your information technology environment, including but not limited to your financial reporting system, you agree to (1) assign unique usernames and passwords for use by our personnel in accessing the system and to provide this information in a secure manner; (2) limit access to "read only" to prevent any unintentional deletion or alteration of your data; (3) limit access to the areas of your technology environment necessary to perform the procedures agreed upon; and (4) disable all usernames and passwords provided to us upon the completion of procedures for which access was provided. We agree to only access your technology environment to the extent necessary to perform the identified procedures.

Regarding the electronic dissemination of audited financial statements, including financial statements published electronically on your website or elsewhere, you understand that electronic sites are a means to distribute information and, therefore, we are not required to read the information contained in these sites or to consider the consistency of other information in the electronic site with the original document.

Professional standards prohibit us from being the sole host and/or the sole storage for your financial and non-financial data. As such, it is your responsibility to maintain your original data and records and we cannot be responsible to maintain such original information. By signing this engagement letter, you affirm that you have all the data and records required to make your books and records complete.

Scott C. Gustafsson is the engagement partner for the audit services specified in this letter. Responsibilities include supervising services performed as part of this engagement and signing or authorizing another qualified firm representative to sign the audit report. We expect to begin our audit on a mutually agreed upon date.

Our fees are based on the amount of time required at various levels of responsibility, plus actual out-of-pocket expenses, including administrative charges. Invoices are payable upon presentation. We estimate that our fee for the audit will be \$92,000 and the tax return will be \$5,000, exclusive of considerations related to the adoption of Accounting Standards Codification 842, *Leases* (ASC 842), which is now effective for the Organization.

ASC 842 became effective for nonpublic companies for annual periods beginning January 1, 2022. The requirements of this standard will result in material changes to most entity's financial statements, both with respect to financial statement presentation and related disclosures. Depending upon the applicability of additional audit procedures related to the adoption of this standard an additional fee may be assessed of approximately \$3,500.

Should additional federal programs in excess of two major programs be determined to be major programs and which requires additional testing during this fiscal year, an additional fee may be assessed totaling \$3,500 for each additional major program tested. We prefer this approach rather than increasing the on-going contract amounts as these programs are temporary.

Additionally, as we are assisting with the preparation of the financial statements and related disclosures and financial statement presentations for debt issuances an additional fee may be assessed totaling \$2,500 per new debt issuance or refunding during the current year due to the complexities of those transactions.

We will notify you immediately of any circumstances we encounter that could significantly affect this initial fee estimate. Whenever possible, we will attempt to use the Organization's personnel to assist in the preparation of schedules and analyses of accounts. This effort could substantially reduce our time requirements and facilitate the timely conclusion of the audit.

The ability to perform and complete our engagement consistent with the estimated fee included above depends upon the quality of your underlying accounting records and the timeliness of your personnel in providing information and responding to our requests. To assist with this process, we will provide you with a Prepared-by-Client (PBC) request that identifies the information required to perform our engagement, as well as a planned timeline for the engagement. A failure to provide this information in an accurate and timely manner may result in an increase in our fees and/or a delay in the completion of our engagement.

We may be requested to make certain audit documentation available to outside parties, including regulators, pursuant to authority provided by law or regulation or applicable professional standards. If requested, access to such audit documentation will be provided under the supervision of Eide Bailly LLP's personnel. Furthermore, upon request, we may provide copies of selected audit documentation to the outside party, who may intend, or decide, to distribute the copies of information contained therein to others, including other governmental agencies. We will be compensated for any time and expenses, including time and expenses of legal counsel, we may incur in making such audit documentation available or in conducting or responding to discovery requests or participating as a witness or otherwise in any legal, regulatory, or other proceedings as a result of our Firm's performance of these services. You and your attorney will receive, if lawful, a copy of every subpoena we are asked to respond to on your behalf and will have the ability to control the extent of the discovery process to control the costs you may incur.

Should our relationship terminate before our audit and tax return preparation are completed and a report issued and tax returns delivered, you will be billed for services to the date of termination. All bills are payable upon receipt. A service charge of 1% per month, which is an annual rate of 12%, will be added to all accounts unpaid 30 days after billing date. If collection action is necessary, expenses and reasonable attorney's fees will be added to the amount due.

We may use third party service providers and/or affiliated entities (including Eide Bailly Shared Services Private Limited) (collectively, "service providers") in order to facilitate delivering our services to you. Our use of service providers may require access to Magnolia Public Schools information by the service provider. We will take reasonable precautions to determine that they have the appropriate procedures in place to prevent the unauthorized release of confidential information to others. We will remain responsible for the confidentiality of Magnolia Public Schools information accessed by such service provider and any work performed by such service provider.

We agree to retain our audit documentation or work papers for a period of at least eight years from the date of our report.

Neither of us may use or disclose the other's confidential information for any purpose except as permitted under this engagement letter or as otherwise necessary for Eide Bailly to provide the services. Your confidential information is defined as any information you provide to us that is not available to the public. Eide Bailly's confidential information includes our audit documentation for this engagement. Our audit documentation shall at all times remain the property of Eide Bailly LLP. The confidentiality obligations described in this paragraph shall supersede and replace any and all prior confidentiality and/or nondisclosure agreements (NDAs) between us.

You agree to share all facts that may affect your financial statements, even if you first become aware of those facts after the date of the auditor's report but before the date your financial statements are issued.

Further, we will be available during the year to consult with you on financial management and accounting matters of a routine nature.

Government Auditing Standards require that we provide, upon request, a copy of our most recent external peer review report and any subsequent review reports to the party contracting for the audit. Accordingly, we will provide a copy of our most recent peer review report at your request.

Eide Bailly LLP is a member of HLB International, a worldwide organization of accounting firms and business advisors, ("HLB"). Each member firm of HLB, including Eide Bailly LLP is a separate and independent legal entity and is not owned or controlled by any other member of HLB. Each member firm of HLB is solely responsible for its own acts and omissions and no other member assumes any liability for such acts or omissions. Neither Eide Bailly LLP, nor any of its affiliates, are responsible or liable for any acts or omission of HLB or any other member firm of HLB and hereby specifically disclaim any and all responsibility, even if Eide Bailly LLP, or any of its affiliates are aware of such acts or omissions of another member of HLB.

Eide Bailly LLP formed The Eide Bailly Alliance Network, a network for small to mid-sized CPA firms across the nation. Each member firm of The Eide Bailly Alliance, including Eide Bailly LLP, is a separate and independent legal entity and is not owned or controlled by any other member of The Eide Bailly Alliance. Each member firm of The Eide Bailly Alliance is solely responsible for its own acts and omissions and no other member assumes any liability for such acts or omissions. Neither Eide Bailly LLP, nor any of its affiliates, are responsible or liable for any acts or omission of The Eide Bailly Alliance or any other member firm of The Eide Bailly Alliance and hereby

specifically disclaim any and all responsibility, even if Eide Bailly LLP, or any of its affiliates are aware of such acts or omissions of another member of The Eide Bailly Alliance.

Eide Bailly LLP has owners that are not licensed as certified public accountants as permitted under Section 5079 of the California Business Code. It is not anticipated that any of the non-licensee owners will be performing services for the Organization.

MEDIATION

Any disagreement, controversy or claim arising out of or related to any aspect of our services or relationship with you (hereafter a "Dispute") shall, as a precondition to litigation in court, first be submitted to mediation. In mediation, the parties attempt to reach an amicable resolution of the Dispute with the aid of an impartial mediator. Mediation shall begin by service of a written demand. The mediator will be selected by mutual agreement. If we cannot agree on a mediator, one shall be designated by the American Arbitration Association ("AAA"). Mediation shall be conducted with the parties in person in Rancho Cucamonga, California. Each party will bear its own costs in the mediation. The fees and expenses of the mediator will be shared equally by the parties. Neither party may commence a lawsuit until the mediator declares an impasse.

LIMITED INDEMNITY

Eide Bailly LLP and its partners, affiliates, officers and employees (collectively "Eide Bailly") shall not be responsible for any misstatements in your financial statements and tax return that we may fail to detect as a result of misrepresentations or concealment of information by any of your owners, directors, officers or employees. You shall indemnify and hold Eide Bailly harmless from any claims, losses, settlements, judgments, awards, damages and attorneys' fees arising from any such misstatement or concealment of information.

If through no fault of Eide Bailly we are named as a party to a dispute between you and a third party, you shall indemnify and hold Eide Bailly harmless against any losses, damages, settlements, judgments, awards, and the costs of litigation (including attorneys' fees) we incur in connection with the dispute.

Eide Bailly shall not be entitled to indemnification under this agreement unless the services were performed in accordance with professional standards in all material respects.

LIMITATION OF LIABILITY

The exclusive remedy available to you for any alleged loss or damages arising from or related to Eide Bailly's services or relationship with you shall be the right to pursue claims for actual damages that are directly caused by Eide Bailly's breach of this agreement or Eide Bailly's violation of applicable professional standards. In no event shall Eide Bailly's aggregate liability to you exceed two times fees paid under this agreement, nor shall Eide Bailly ever be liable to you for incidental, consequential, punitive or exemplary damages, or attorneys' fees.

TIME LIMITATION

You may not bring any legal proceeding against Eide Bailly unless it is commenced within twenty-four (24) months ("Limitation Period") after the date when we delivered our report, return, or other deliverable under this agreement to you, regardless of whether we do other services for you or that may relate to the audit and tax return preparation. The Limitation Period applies and begins to run even if you have not suffered any damage or loss, or have not become aware of a possible Dispute.

GOVERNING LAW AND VENUE

Any Dispute between us, including any Dispute related to the engagement contemplated by this agreement, shall be governed by California law. Any unresolved Dispute shall be submitted to a federal or state court located in Los Angeles, California.

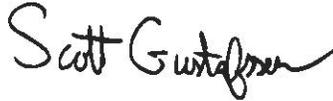
ASSIGNMENTS PROHIBITED

You shall not assign, sell, barter or transfer any legal rights, causes of actions, claims or Disputes you may have against Eide Bailly to any person.

Please sign and return the attached copy of this letter to indicate your acknowledgment of, and agreement with, the arrangements for our audit of the financial statements including our respective responsibilities.

We appreciate the opportunity to be your certified public accountants and look forward to working with you and your staff.

Respectfully,



Scott C. Gustafsson, CPA
Partner

RESPONSE:

This letter correctly sets forth our understanding.

Acknowledged and agreed on behalf of Magnolia Public Schools by:

DocuSigned by:
Name: Steve Budhiraja
ADC78068C2A5467...

Title: CFO

Date: 3/8/2023

Certificate Of Completion

Envelope Id: F116982F67094C5EBB299F67E202E281	Status: Completed
Subject: Complete with DocuSign: Magnolia Public Schools 2023 Audit Engagement Letter.pdf	
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Document Pages: 11	Signatures: 1
Certificate Pages: 5	Initials: 0
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Envelope Stamping: Enabled	Kathy Shiflet
Time Zone: (UTC-08:00) Pacific Time (US & Canada)	4310 17th Ave. S.
	Fargo, ND 58103
	kshiflet@eidebailly.com
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Signer Events

Steve Budhraj
sbudhraj@magnoliapublicschools.org
CFO
Security Level: Email, Account Authentication (None)

Signature

DocuSigned by:

ADC78968C2A5467...
Signature Adoption: Pre-selected Style
Using IP Address: 107.197.140.50
Signed using mobile

Timestamp

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Signed: 3/8/2023 7:11:11 AM

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Company Name: Eide Bailly LLP

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Scott Gustafsson
sgustafsson@eidebailly.com
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Company Name: Eide Bailly LLP

Witness Events**Signature****Timestamp****Notary Events****Signature****Timestamp****Envelope Summary Events****Status****Timestamps**

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Certified Delivered	Security Checked	3/8/2023 7:08:51 AM
Signing Complete	Security Checked	3/8/2023 7:11:11 AM
Completed	Security Checked	3/8/2023 7:11:11 AM

Payment Events	Status	Timestamps
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Electronic Record and Signature Disclosure		
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CONSUMER DISCLOSURE

From time to time, Eide Bailly LLP (we, us or Company) may be required by law to provide to you certain written notices or disclosures. Described below are the terms and conditions for providing to you such notices and disclosures electronically through your DocuSign, Inc. (DocuSign) Express user account. Please read the information below carefully and thoroughly, and if you can access this information electronically to your satisfaction and agree to these terms and conditions, please confirm your agreement by clicking the "I agree" button at the bottom of this document.

Getting paper copies

At any time, you may request from us a paper copy of any record provided or made available electronically to you by us. For such copies, as long as you are an authorized user of the DocuSign system you will have the ability to download and print any documents we send to you through your DocuSign user account for a limited period of time (usually 30 days) after such documents are first sent to you. After such time, if you wish for us to send you paper copies of any such documents from our office to you, you will be charged a \$0.00 per-page fee. You may request delivery of such paper copies from us by following the procedure described below.

Withdrawing your consent

If you decide to receive notices and disclosures from us electronically, you may at any time change your mind and tell us that thereafter you want to receive required notices and disclosures only in paper format. How you must inform us of your decision to receive future notices and disclosure in paper format and withdraw your consent to receive notices and disclosures electronically is described below.

Consequences of changing your mind

If you elect to receive required notices and disclosures only in paper format, it will slow the speed at which we can complete certain steps in transactions with you and delivering services to you because we will need first to send the required notices or disclosures to you in paper format, and then wait until we receive back from you your acknowledgment of your receipt of such paper notices or disclosures. To indicate to us that you are changing your mind, you must withdraw your consent using the DocuSign "Withdraw Consent" form on the signing page of your DocuSign account. This will indicate to us that you have withdrawn your consent to receive required notices and disclosures electronically from us and you will no longer be able to use your DocuSign Express user account to receive required notices and consents electronically from us or to sign electronically documents from us.

All notices and disclosures will be sent to you electronically

Unless you tell us otherwise in accordance with the procedures described herein, we will provide electronically to you through your DocuSign user account all required notices, disclosures, authorizations, acknowledgements, and other documents that are required to be provided or made available to you during the course of our relationship with you. To reduce the chance of you inadvertently not receiving any notice or disclosure, we prefer to provide all of the required notices and disclosures to you by the same method and to the same address that you have given us. Thus, you can receive all the disclosures and notices electronically or in paper format through the paper mail delivery system. If you do not agree with this process, please let us know as described below. Please also see the paragraph immediately above that describes the consequences of your electing not to receive delivery of the notices and disclosures electronically from us.

How to contact Eide Bailly LLP:

You may contact us to let us know of your changes as to how we may contact you electronically, to request paper copies of certain information from us, and to withdraw your prior consent to receive notices and disclosures electronically as follows:

To contact us by email send messages to: salesforcehelpdesk@eidebailly.com

To advise Eide Bailly LLP of your new e-mail address

To let us know of a change in your e-mail address where we should send notices and disclosures electronically to you, you must send an email message to us at salesforcehelpdesk@eidebailly.com and in the body of such request you must state: your previous e-mail address, your new e-mail address. We do not require any other information from you to change your email address..

In addition, you must notify DocuSign, Inc to arrange for your new email address to be reflected in your DocuSign account by following the process for changing e-mail in DocuSign.

To request paper copies from Eide Bailly LLP

To request delivery from us of paper copies of the notices and disclosures previously provided by us to you electronically, you must send us an e-mail to salesforcehelpdesk@eidebailly.com and in the body of such request you must state your e-mail address, full name, US Postal address, and telephone number. We will bill you for any fees at that time, if any.

To withdraw your consent with Eide Bailly LLP

To inform us that you no longer want to receive future notices and disclosures in electronic format you may:

- i. decline to sign a document from within your DocuSign account, and on the subsequent page, select the check-box indicating you wish to withdraw your consent, or you may;
- ii. send us an e-mail to salesforcehelpdesk@eidebailly.com and in the body of such request you must state your e-mail, full name, IS Postal Address, telephone number, and account number. We do not need any other information from you to withdraw consent.. The consequences of your withdrawing consent for online documents will be that transactions may take a longer time to process..

Required hardware and software

Operating Systems:	Windows2000↵ or WindowsXP↵
Browsers (for SENDERS):	Internet Explorer 6.0↵ or above
Browsers (for SIGNERS):	Internet Explorer 6.0↵, Mozilla FireFox 1.0, NetScape 7.2 (or above)
Email:	Access to a valid email account
Screen Resolution:	800 x 600 minimum

Enabled Security Settings:	<ul style="list-style-type: none"> ò Allow per session cookies ò Users accessing the internet behind a Proxy Server must enable HTTP 1.1 settings via proxy connection
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** These minimum requirements are subject to change. If these requirements change, we will provide you with an email message at the email address we have on file for you at that time providing you with the revised hardware and software requirements, at which time you will have the right to withdraw your consent.

Acknowledging your access and consent to receive materials electronically

To confirm to us that you can access this information electronically, which will be similar to other electronic notices and disclosures that we will provide to you, please verify that you were able to read this electronic disclosure and that you also were able to print on paper or electronically save this page for your future reference and access or that you were able to e-mail this disclosure and consent to an address where you will be able to print on paper or save it for your future reference and access. Further, if you consent to receiving notices and disclosures exclusively in electronic format on the terms and conditions described above, please let us know by clicking the æI agreeÆ button below.

By checking the æI AgreeÆ box, I confirm that:

- I can access and read this Electronic CONSENT TO ELECTRONIC RECEIPT OF ELECTRONIC CONSUMER DISCLOSURES document; and
- I can print on paper the disclosure or save or send the disclosure to a place where I can print it, for future reference and access; and
- Until or unless I notify Eide Bailly LLP as described above, I consent to receive from exclusively through electronic means all notices, disclosures, authorizations, acknowledgements, and other documents that are required to be provided or made available to me by Eide Bailly LLP during the course of my relationship with you.

AGREEMENT FOR
CHARTER SCHOOL BUSINESS & ADMINISTRATIVE SERVICES
DATED AS OF MAY 18, 2023

THIS IS AN AGREEMENT FOR SERVICES between **MAGNOLIA EDUCATIONAL & RESEARCH FOUNDATION**, to which reference is made herein as the “School,” and **DELTA MANAGED SOLUTIONS, INC.**, to which reference is made herein as “DMS”, in connection with charter school business and administrative services to be provided by DMS to the School, as described in the Scope of Services attached hereto.

1. **Employment.** The School hereby employs DMS to perform, and DMS will perform, as requested by the School, services set forth in the Scope of Services, attached hereto.
2. **Representations of DMS.** DMS hereby represents the following:
 - A. DMS shall not receive a fee from any source other than the School for the services in the Scope of Services attached to this Agreement, except as may be disclosed in writing, and has no arrangement with respect thereto with any party other than the School regarding the services in the Scope of Services attached. There are no actual or potential conflicts of interest concerning the services.
 - B. DMS and its personnel’s fulfillment of their obligations under this Agreement will not breach any obligations they have to any third party.
 - C. DMS is an independent private business and is not acting in any other professional capacity than as represented in this Agreement and the Scope of Services attached hereto.
 - D. All DMS personnel (employees or contractors) performing services have the requisite skills, experience, and qualifications. However, DMS reserves the right to hire and train staff as necessary in the standard course of business operations.
 - E. DMS will ensure that the results of all services are complete and accurate (subject to the completeness and accuracy of the relevant information provided by the School) in accordance with the California School Accounting Manual (CSAM).
 - F. DMS will complete by the applicable completion date any elements of the services that the School informs DMS have a fixed completion date, provided the School provides sufficient notice to DMS which shall be no less than thirty (30) days, or that DMS knows or reasonably should know has a fixed completion date (e.g. financial reporting for defined accounting periods).
 - G. In the performance of services hereunder, DMS will comply with all applicable laws and regulations applicable to the administration of public charter schools. DMS does not warranty and has no liability regarding any technology systems DMS is directed to use by the School.
3. **Agreements of DMS.** DMS hereby agrees as follows:
 - A. DMS will provide, as requested by the School, services that reasonably conform to the Scope of Services attached hereto.

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- B. In providing such services, DMS will make available the experience of its organization so as to represent the School.
4. **Term of the Agreement.** The term of this Agreement shall be **thirty-six (36)** months, for the period beginning on **July 1, 2023** and ending on **June 30, 2026**.
5. **Compensation.**
- A. **Services Fee.**
- i. The School shall pay to DMS annual fiscal year compensation of **\$146 per unit of Average Daily Attendance (ADA) per year**. All monthly compensation is due and payable on the 1st of each month beginning on July 1, 2023. Monthly payments shall be pro-rated based on the most recent certified ADA report available and include any adjustments needed for changes in ADA throughout the year. Final payment for each July-June fiscal year under the Term of this Agreement shall be based on final P-2 ADA for such year. Service fees are calculated based on originally reported P-2 ADA and subsequent reductions to reported P-2 ADA shall not result in a modification of services fees.
 - ii. The School shall be responsible for all costs related to licensing, training and software maintenance of the agreed upon accounting system as stated in the scope of services via direct agreement between School and EscapeTech and/or SchoolAbility. Changes in the accounting software will constitute an additional implementation fee.
 - iii. An implementation fee in the event of a change in software from EscapeTech and/or SchoolAbility as agreed upon between the School and DMS will result in **a fee equivalent to one month's service fee** as stated in 5.A.i. of this agreement. The fee is due upon the first day of implementation of the new software.
- DMS' services fee covers all services set forth in the Scope of Services attached hereto, with the exception of pre-approved and documented travel costs consistent with the School's expense reimbursement policy which shall be billed separately at standard rates. All other out-of-pocket expenses are inclusive in DMS' standard monthly fee. Additional services (including but not limited to: bond/note financing services, private grant application and management services, and other services not described in the Scope of Services) are available at an additional cost to be negotiated between DMS and the School via separate agreement prior to the incurrence of such additional services.
6. **Contract Renewal.** This Agreement shall be renewable for consecutive single or multiple fiscal year terms, by mutual agreement, each such term beginning at the end of the prior period's agreement. Pricing for future years will be negotiated at the time of renewal.
7. **Entire Agreement; Amendments.** All discussions, negotiations and prior agreements between the School and DMS regarding the services to be provided during the Term of this Agreement and pursuant to the Scope of Services attached hereto are merged into this Agreement. This Agreement together with the Scope of Services and Security Standards is the entire agreement between the parties respecting the subject matter hereof. This Agreement may be amended only in writing. This

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Agreement is renewable by Amendment, subject to all terms and conditions herein unless otherwise agreed by the parties.

8. **Assignment.** This Agreement may not be assigned by either party hereto without the written consent of the other party.
9. **Time.** DMS agrees that time is of the essence in its performance of services under this Agreement.
10. **Termination.**
 - A. Upon thirty (30) days written notice to the other party, either party hereto may terminate this Agreement for cause, determined as a material breach prohibiting the accomplishment of the parties' objectives upon entering into this Agreement, provided the party seeking to terminate the agreement gave the other party thirty (30) days written notice to cure the breach(es) and the party did not cure within the thirty (30) days.
 - B. Upon termination by either party, DMS shall be paid compensation as described under Paragraph 5, Compensation, above incurred through the date of termination. DMS (i) will deliver a copy of the School Information in its possession or control (including in the Accounting System) in an industry-standard format within thirty (30) days after the effective date of termination and ensure that the School has access to the Accounting System for at least 30 days after the effective termination in order to allow the School to download the School Information stored within the Accounting System. The following sections shall survive any termination or expiration of this Agreement: 10(B), 11(B), 12(B), 13 – 18.
11. **Information.**
 - A. **Ownership and Accuracy.** The School, its officials, staff, and board will be providing DMS various data, records, studies, computer print-outs and other information and representations as to the facts relating to the School and its operations. DMS will be using and relying upon such data, records, studies, computer print-outs and other information in the preparation of DMS' work products. All such data, records, studies, computer print-outs and other information, and compilations created therefrom, are considered as and shall remain the property of the School. DMS shall not be obligated to establish or verify the accuracy or completeness of the information furnished to DMS by the School, its officials, staff, or board, and DMS bears no liability in the event any such information is deemed to be false, misleading or inaccurate or otherwise violates any law, regulation or order. In the event of any such determination, the School shall defend, indemnify and hold DMS harmless from and against any claim, suit, proceeding or loss, damages, or liability of any kind related to the information provided by the School, its officials, staff, and board to DMS.
 - B. **Confidentiality.** "Confidential Information" means any information, know-how and trade secrets in any form that either are (i) designated as "proprietary," "confidential", or with words of similar meaning at the time of disclosure or (ii) a reasonable person knows or should reasonably understand to be confidential. School Information is Confidential Information of the School. The School and DMS agree that each will ensure no use, dissemination, or disclosure of any Confidential Information of the other party to any person, firm or business, except as necessary to perform obligations or exercise rights or privileges set forth in this Agreement and the Scope

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of Services, attached hereto, and then only as agreed by the parties, provided that any such third parties shall, before they may access such information, either (i) execute a binding agreement to keep such information confidential or (ii) be subject to a professional obligation to maintain the confidentiality of such information. Each party agrees it will receive all Confidential Information in trust and confidence and it will treat all Confidential Information with the same degree of care as it accords to its own Confidential Information of like sensitivity, but in no event less than a reasonable level of care. Notwithstanding the foregoing, Confidential Information may be disclosed as required by any governmental agency or as legally required, provided that before disclosing such information the disclosing party must provide the non-disclosing party with sufficient advance notice of the request for the information to enable the non-disclosing party to exercise any rights it may have to challenge or limit the requesting party's authority to receive such Confidential Information.

- C. **Security.** DMS will, and will ensure that all of its subcontractors, comply with the obligations set forth in the Security Standards attached to this Agreement, which may be amended as necessary to meet industry standard practice for the administration of public charter schools.

12. Standards & Liability.

- A. DMS shall perform its services pursuant hereto in accordance with competent professional standards. The liability of DMS to the School for any breach of these standards arising out of or related to this Agreement or the services performed hereunder shall not exceed the aggregate limit of DMS's errors and omissions insurance limit at the time of the breach, which shall in no event be less than \$2,000,000.
- B. DMS will defend and indemnify the School and its affiliates, directors, officers, and employees against all settlement amounts approved by DMS and any liabilities, damages, losses, costs, fees (including legal fees), and expenses in connection with any third party legal proceeding (including action by a government authority) to the extent arising from: (i) DMS's gross negligence, fraud, or willful misconduct; (ii) any personal injury, or death related to DMS's performance of the services; and (iii) an allegation that DMS personnel are entitled to employee compensation, benefits, or other rights.
- C. DMS shall not be liable for mistakes of judgement or other actions taken in good faith unless such error results from an intentionally wrongful or grossly negligent act of DMS.

- 13. **Severability.** If any provision of this Agreement is unenforceable or invalid under any applicable law or is so held by applicable court decision(s), such unenforceability or invalidity shall not render this Agreement unenforceable or invalid as a whole. In such event, such provision shall be changed and interpreted so as to best accomplish the objectives of such unenforceable or invalid provision within the limits of applicable law or court decision(s).

- 14. **Waiver.** The failure of either party to require performance by the other party of any provision hereof shall not affect the full right to require such performance at any time thereafter unless otherwise agreed by the parties in writing; nor shall the waiver by either party of a breach of any provision hereof be taken or held to be a waiver of the provision itself unless otherwise agreed by the parties in writing.

- 15. **Counterparts; Scan/Facsimile.** This Agreement may be signed in counterparts and shall be effective against signatures by scan/facsimile (in an email, PDF or otherwise). Each counterpart when so

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executed shall constitute an original and all of which together shall constitute one and the same instrument.

- 16. **Governing Law.** This Agreement shall be construed in accordance with the laws of the State of California. DMS and the School agree that no legal action may be brought against the other more than two (2) years after the date the claim giving rise to such action became known by the party asserting the claim or exercising reasonable diligence should have been known to that party.
- 17. **Independent Contractor.** DMS’s relationship to the School is that of an independent contractor. Nothing in this Agreement or in the activities contemplated by the School and DMS shall be deemed to create an agency, partnership, employment, or joint venture relationship between the School and DMS. DMS is solely responsible for: its personnel’s acts and omissions; staffing, instructing, and managing personnel performing services; and determining its personnel’s compensation (i.e., any stated rates for Services provided are not wage rates). The School acknowledges that DMS is not an accounting or law firm, and no services or written or oral communications made by DMS during the course of providing services are or should be construed as tax or legal advice. DMS neither assumes nor underwrites any liability of the School except as set forth herein and acts only as a provider of the services in the Scope of Services attached hereto, which are ministerial in nature. In the event the School hires an employee of DMS within six (6) calendar months of that employee working for DMS, the School shall pay to DMS a finder’s fee of twenty-five percent (25%) of the employee’s salary at time of hire as paid by the School or of the employee’s most recent salary at DMS, whichever is greater and which shall be due and payable immediately upon hire and which obligation survives the termination of this Agreement. Such fee is necessary to compensate DMS for the unique training investment to train its staff into the specialized industry of public charter school finance and reporting.
- 18. **Government Code.** DMS and its representatives are not public officials or participating in governmental decisions, as those terms are used in Section 87100 of the California Government Code or otherwise. No actions or opinions necessary for the performance of DMS’ duties under this Agreement will cause DMS to be a public official or to be participating in governmental decisions, as those terms are used in Section 87100 of the California Government Code or otherwise.

IN WITNESS WHEREOF, this Agreement has been executed and delivered for and in the names and on behalf of the School and DMS as of the date set forth above.

**MAGNOLIA EDUCATIONAL &
RESEARCH FOUNDATION**

DELTA MANAGED SOLUTIONS, INC.

By: _____

By: _____

Name: _____

Name: Joanne Fountain

Title: _____

Title: Chief Executive Officer

MAGNOLIA EDUCATIONAL & RESEARCH FOUNDATION / DELTA MANAGED SOLUTIONS, INC.
SCOPE OF SERVICES

In performing under this Agreement, DMS shall perform services that reasonably conform to those as described below:

FISCAL SERVICES:

- ❖ DMS shall utilize the Escape comprehensive accounting system, including all requisite fund accounting and general ledger and accounts payable/receivable modules (the “accounting system”). School shall be responsible for all costs related to acquisition, licensing, training and software maintenance of the accounting system via a direct agreement between School and EscapeTech and/or SchoolAbility. The system will be fully SACS-compliant and capable of producing standardized SACS reports for financial reporting to the School’s authorizer and other public agencies as required. DMS shall not use any accounting system other than Escape without the School’s prior written consent, which the School may deny or grant in its sole discretion. The system will be accessible by authorized School staff, state and local entities for review and audit reconciliation and for the download of the School’s Information stored in the accounting system in electronic format. School shall be responsible for the cost and maintenance of the hardware and/or software and any other costs, if any, to establish any local internet connections to access the accounting system from the school site.
- ❖ DMS shall provide ongoing regular reporting of fiscal status to the School’s board and staff, including attendance at each board meeting in which DMS participation is requested in advance by the School. The School shall be responsible for timely notifying DMS of scheduled board meetings at which DMS attendance is requested. The School must specifically request actual attendance in writing (email or hard copy), and absent circumstances warranting special/emergency board meetings, timely notification shall be one (1) week in advance. DMS may elect to attend any board meeting. DMS must be provided the board agenda prior to or at the time of public posting. All DMS staff presenting at Board meetings shall be senior DMS Finance staff familiar with the current fiscal status and operations of the School.
- ❖ DMS shall coordinate and assist with the School’s budgeting process, including preparation of the original budget and all interim budgets including multi-year projections, preparation of DMS Monthly Update reports showing budget vs. actuals and cash flows by School site, revising and discussing with School staff and/or Finance Committee members (if applicable), providing professional advice on actual and projected line item revenues and expenditures, attending budget approval board meetings if needed, and preparation and filing of authorizer-required and State-required budget forms.
- ❖ DMS shall provide advisory services in relation to the School’s monthly cash flow needs, including computation of expected monthly revenues based on current and projected Average Daily Attendance (ADA) (as provided by the School), coordination of expenditure timing to match revenue flow (see Scope of Services - Purchasing/Procurement below) and other similar services as required. DMS can coordinate long term cash flow financing for the School, if requested and subject to the School’s qualification, for an additional fee to be determined at such time via separate agreement.
- ❖ DMS shall assist the School in developing a satisfactory system of financial controls to ensure financial stability, including working with the School to develop or update a Fiscal Procedures & Policies Manual, if requested. School staff is responsible for implementing the on-site accounting and fiscal controls and procedures as outlined in the School’s approved policies and procedures.
- ❖ DMS shall assist the School in establishing and maintaining an external bank account(s) outside of the County Treasury and will administer and reconcile all banking transactions through this external bank account(s) and

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the School's County Treasury account(s). Accounts will be held in the School's name; DMS will hold no School bank account(s), nor be a signatory on School account(s).

- ❖ DMS shall work directly with the School's chosen independent auditor regarding the School's annual audit to ensure all necessary financial information is provided in a full and timely manner. DMS shall not be involved in the attendance portion of the audit except to prepare reports using attendance data provided by the School upon request (see Scope of Services - Compliance/Reporting below) and to provide copies of the School's P-1, P-2, and Annual ADA reports to the auditor as needed.

POST-PAYROLL REPORTING SERVICES:

- ❖ DMS shall prepare and submit all California required post-payroll-related reports and filings and process all post-payroll-related payments, including but not limited to: California State Teachers' Retirement System (STRS) and Public Employees' Retirement System (PERS) contribution calculations, and other benefits calculations and payments directly related to post-payroll payment processing. DMS services do not include 401a/403b/457 TPA duties, which should be performed by a TPA specializing in this area to ensure continuing qualification of such plans under the Internal Revenue Code. DMS services do not include back reporting or correcting California State Teachers' Retirement System (STRS) and Public Employees' Retirement System (PERS) outside of this contracted term unless the back reporting falls within a prior contracted term.
- ❖ DMS shall not be responsible for reporting pursuant to the Affordable Care Act (ACA) as such reporting is based on information for which the School's healthcare broker and/or payroll service provider is responsible.
- ❖ DMS shall assist the School in obtaining any necessary accounts for STRS/PERS reporting, which DMS shall file pursuant to required procedures for such reports in the School's county(ies). DMS is not responsible for late fees or penalties due to the timing of the School's chosen pay periods in relation to the deadlines for retirement reporting. The School is responsible for the submission of the ACH contribution payments to the county.
- ❖ The School shall be responsible for providing DMS with accurate and timely payroll data from the payroll system and as requested of the School from DMS.

PURCHASING/PROCUREMENT:

- ❖ The School shall be responsible for initial creation and approval of all purchases, including inputting such orders into the Escape accounting system. The School is solely responsible for ensuring that all items ordered are suitable for public educational purposes (e.g. non-religious materials). Once purchases are approved by the School's authorized staff, the School shall further be responsible for delivering approved purchase orders (POs) to vendors (i.e. placing the order). All POs shall reflect School as the shipping and billing address (which may include School staff addresses for shipping if authorized by School). Once the order is received by the School, School staff is responsible for marking items as received, including marking items as received in the accounting system.
- ❖ Invoices shall be sent to the School. Once the School approves invoices for payment, the School shall forward all invoices with the corresponding PO number noted on the invoice to DMS via upload to the DMS SHARE online file portal within five (5) business days of receipt. Uploads to DMS SHARE shall include batch headers to ensure clear communication to DMS. Uploads to DMS SHARE shall be considered the School's authorization for DMS payment of the invoice. DMS shall enter all invoices into the accounting system for payment, matching invoices to existing approved and received POs where applicable. For invoices without a corresponding PO, the School's submission of the invoice to DMS via SHARE shall be considered approval for payment and will include coding for direct entry..

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- ❖ Assuming the School has adequate cash flow, at least every ten (10) business days, DMS shall prepare a payment voucher containing all approved invoices to date, print all checks (using a pre-set electronic signature image from an authorized signer on the School's main operating bank account built into the blank check stock) and deliver all payments to the vendors, integrating accounts payable with Fiscal Services as described in this Scope of Services for payment timing optimization and coordination of purchasing activities to coincide with timing of revenue limit receipts. Delivery shall generally be via standard U.S. mail and items shall qualify as meeting DMS's delivery requirement under this Agreement when mailed or otherwise sent from DMS.
- ❖ DMS shall make all invoices received by DMS available in PDF format to the School via password-protected access to DMS SHARE, so that authorized School staff may review all current and prior invoices online (dating back to the first non-implementation month of DMS-provided services to the School). Scanning and uploading of such invoices shall generally occur within no more than twenty (20) business days of receipt of invoice by DMS absent extenuating circumstances.
- ❖ Throughout the purchasing and accounts payable process, all account activity will be visible to School staff on the Escape accounting system, showing the amount paid from each account code. The point at which transactions become visible in the accounting system depends on the purchasing method (using/not using POs) chosen by the School.
- ❖ On a monthly basis, DMS shall prepare and deliver a summary and detail warrant report to the School's Board for review and approval on the Board's consent agenda, showing all non-payroll-register payments made in the prior month.
- ❖ School is responsible for aligning all purchases with Board-approved purchasing policies and obtaining all required board approval or ratification for purchased items. All employee reimbursements must be accompanied by School approval for payment. Employee reimbursements will generally be processed in the same manner as vendor invoices but prioritized for payment at the earliest available payment batch.
- ❖ DMS shall reconcile purchasing activities with the School's external banking account(s). Accounts will be held in the School's name; DMS will hold no School bank account(s), nor be a signatory on School account(s).
- ❖ School shall minimize the use of emergency checks to critical time-sensitive payments only. In the event the School must have an emergency check, School shall notify DMS immediately of its intent to have an emergency check and shall then provide DMS with all information for the emergency check including, if applicable, the PO number, allowing DMS one business day processing time. Emergency check runs shall be limited to once per week absent school safety concerns.
- ❖ School agrees to provide DMS with view-only online access to all School bank accounts (including credit card accounts). If online access is unavailable, School shall provide any banking or credit card statements to DMS immediately upon receipt.
- ❖ DMS shall prepare and submit annual 1099 reporting, on-going independent contractor reporting, and periodic use tax reporting to the appropriate agencies. Regarding vendor maintenance, the School is responsible for requesting W-9s from new vendors and submitting those to DMS for vendor set up in the accounting system. School is responsible for providing accurate and timely W-9's and vendor information to DMS to ensure reporting deadlines are met.
- ❖ DMS shall assist School in obtaining a business credit card for use by School staff, if requested and subject to the School's qualification. School shall not use debit cards linked to the School's main operating account unless no credit card accounts can be obtained. For credit card purchases, DMS shall consider the credit card statement as the invoice for recordkeeping and audit purposes and shall consider receipt of the statement as authorization for payment of the credit card balance in full. The School shall be responsible for coding all line items for the

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credit card statement on an AMEX Statement Payment Form provided by DMS. School shall submit the form with each statement for payment. Items not coded will be placed in 4338 Instructional Expenses AE Card. The school is responsible for providing further information for recoding of such funds to DMS. All underlying receipts and documentation for individual credit card purchases shall be retained by School staff on-site.

- ❖ At the School's request, DMS shall assist the School in developing and approving a fixed asset capitalization policy, clarifying what items constitute fixed assets for accounting purposes. The School shall implement and maintain an updated on-site physical inventory of fixed and non-capitalized assets based on the approved policy and shall provide appropriate reporting to DMS of such inventory in order to coordinate with Fiscal Services as described in this Scope of Services. DMS shall be responsible for maintaining the fixed asset register in the accounting system, computing depreciation and average life, and coordinating such fixed asset register with auditors during the School's annual audit.
- ❖ DMS shall assist in coordinating any competitive bidding activities, when applicable and if requested.

COMPLIANCE/REPORTING:

- ❖ At the School's request, DMS shall assist the School in preparing and submitting all state-required attendance reports, including but not limited to 20-day, P-1, P-2, and Annual ADA reports, from raw attendance data provided by the School. DMS shall have no responsibility for verifying the accuracy of raw attendance data as provided or for preparing weekly or monthly attendance summaries from the School's student information system.
- ❖ DMS shall assist the School as requested with submitting the Consolidated Application and Reporting System (CARS) reporting, federal Cash Management quarterly reporting, SB740 Facility Grant applications, special education maintenance of effort (MOE) reporting, Quarterly Benchmark Reporting under the Public Charter Schools Grant Program, ESSA per-pupil expenditure (PPE) reporting, new Public Charter Schools Grant Program applications for new charters within the School network following new charter approval, CALPADS data export from the School's student information system and corresponding submittal to the California Department of Education, and related state and federal program compliance and budget reporting. School shall be responsible for underlying CALPADS data entry into the School's Student Information System, LCAP creation (except for minimum proportionality percentage calculations and goal/service expenditure estimates or equivalent LCAP financially-related reporting, which DMS shall provide), SARC preparation (except for per-student expenses), and all State-mandated testing. School shall be responsible for forwarding any requests for information or submittals received from the California Department of Education (CDE), (or other agency, to which the School is required to provide a response), for which the School requests DMS's assistance in providing response for any financially-related portions, to DMS's offices immediately upon receipt.
- ❖ DMS shall act as advisor to the School regarding preparation of all Continuing Disclosure financial reporting related to outstanding bond issues of the School and shall assist the School in preparing and submitting completed reports to the Dissemination Agent or MSRB EMMA system, as requested by School.
- ❖ DMS is not responsible for preparation or submittal of federal and state income tax forms relating to the School's tax-exempt status, including but not limited to IRS Form 1023, IRS Form 990, FTB Form 3500, and FTB Form 199. These forms are generally handled by the School's attorney or independent auditor, respectively. DMS shall timely provide all financial information requested by the School, attorney, or independent auditor to timely complete these filings.

DMS and the School shall be jointly responsible for training of the School, its officials, and staff regarding the ministerial coordination required between DMS and the School. The School, its officials, staff, and parents agree to comply with and adhere to any licensing requirements of any and all software acquired and implemented by DMS on behalf of the School according to all terms and conditions of use for such software.

Coversheet

Approval of the Education Protection Act (EPA) Resolution for the 2023-24 School Year

Section: V. Action Items
Item: E. Approval of the Education Protection Act (EPA) Resolution for the
2023-24 School Year
Purpose: Vote
Submitted by:
Related Material: V_E_2023-24 EPA Spending Resolution for MPS.pdf



Agenda Item:	V E: Action Item
Date:	June 22, 2023
To:	Magnolia Educational & Research Foundation dba Magnolia Public Schools (“MPS”) Board of Directors (the “Board”)
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead(s):	Steve Budhrajia Ed.D, Chief Financial Officer
RE:	Approval of 2023-24 Education Protection Act (EPA) Spending Resolution for MPS

Action Proposed:

I move for the Board to approve the Resolution for the Education Protection Act (EPA) for the 2023-24 school year for MPS.

Background:

The Education Protection Account (EPA) is the way for collecting and distributing funds which are generated by the tax increases that began in 2012-13, to personal income and sales tax as authorized by Proposition 30. Similar to local property taxes, local education agencies’ (LEAs) State Aid is reduced by one dollar for each dollar received from the EPA. California Education Code requires that LEAs adopt an EPA resolution annually as part of receipt for Local Control Formula Funding (LCFF).

Budget Implications:

All projected EPA funding is included in the 2023-24 Adopted Budget in accordance with the California Education Code.

Exhibits (Attachments):

Resolution for the Education Protection Act for the 23/24 school year.



RESOLUTION REGARDING THE EDUCATION PROTECTION ACCOUNT (EPA)

WHEREAS,the voters approved Proposition 30 on November 6,2012;

WHEREAS, Proposition 30 added Article XIII, Section 36 to the California Constitution effective November 7,2012;

WHEREAS,the provisions of Article XIII,Section 36(e) create in the state General Fund an Education Protection Account to receive and disburse the revenues derived from the Incremental increases in taxes imposed by Article XIII, Section 36(f);

WHEREAS,before June 30th of each year,the Director of Finance shall estimate the total amount of additional revenues less refunds that will be derived from the incremental increases in tax rates made pursuant to Article XIII,Section 36(f) that will be available for transfer into the Education Protection Account during the next fiscal year;

WHEREAS,if the sum determined by the State Controller is positive, the State Controller shall transfer the amount calculated into the Education Protection Account within ten days preceding the end of the fiscal year;

WHEREAS,all monies in the Education Protection Account are hereby continuously appropriated for the support of school districts, county offices of education, charter schools and community college districts;

WHEREAS,monies deposited in the Education Protection Account shall not be used to pay any costs incurred by the Legislature, the Governor or any agency of state government;

WHEREAS, a community college district, county office of education, school district, or charter school shall have the sole authority to determine how the monies received from the Education Protection Account are spent in the school or schools within its jurisdiction;

WHEREAS, the governing board of the district shall make the spending determinations with respect to monies received from the Education Protection Account in open session of a public meeting of the governing board;

WHEREAS, the monies received from the Education Protection Account shall not be used for salaries or benefits for administrators or any other administrative cost;

WHEREAS, each community college district, county office of education, school district and charter school shall annually publish on its internet website an accounting of how much money was received from the Education Protection Account and how that money was spent;

WHEREAS, the annual independent financial and compliance audit required of community college districts, county offices of education, school districts and charter schools shall ascertain and *verify* whether the funds provided from the Education Protection Account have been properly disbursed and expended as required by Article XIII, Section 36 of the California Constitution;

WHEREAS, expenses incurred by community college districts, county offices of education, school districts and charter schools to comply with the additional audit requirements of Article XIII, Section 36 may be paid with funding from the Education Protection Act and shall not be considered administrative costs for purposes of Article XIII, Section 36.

NOW; THEREFORE, IT IS HEREBY RESOLVED;

1. The monies received from the Education Protection Account shall be spent as required by Article XIII, Section 36 and the spending determinations on how the money will be spent shall be made in open session of a public meeting of the governing board of Magnolia Public Schools.
2. In compliance with Article XIII, Section 36(e), with the California Constitution, the governing board of the Magnolia Public Schools has determined to spend the monies received from the Education Protection Act as attached.

Board President

Date

Coversheet

Approval of Revised 2023-24 Salary Scales for Teachers, Non-Classroom Based Academic Personnel and School Leaders

Section: V. Action Items
Item: F. Approval of Revised 2023-24 Salary Scales for Teachers, Non-Classroom Based Academic Personnel and School Leaders
Purpose: Vote
Submitted by:
Related Material:
V_F_Revised 2023-24 MPS Pay Raise Scales for Teachers, Non-Classroom Based Academic Personnel (NCBA) and School Leaders.pdf



Agenda Item:	V F: Action Item
Date:	June 22, 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:	Approval of the Revised 2023-24 MPS Pay Raise Scales for Teachers, Non-Classroom Based Academic Personnel (NCBA) and School Leaders

1. Action Proposed:

I move that the Board approve the Revised 2023-24 MPS Pay Raise Scales for Teachers, Non-Classroom Based Academic Personnel (NCBA) and School Leaders.

2. Background

The MPS Board approved the 2023-24 scales in the MPS March 9, 2023 regular board meeting. The home office received further feedback from the school sites with emerging needs and generated new add on s and revised pay structure for some existing add on s in the MPS Pay Raise Scales for Teachers, Non-Classroom Based Academic Personnel (NCBA) and School Leaders.

3. Analysis:

The newly added add on s are expected to improve the quality of the academic and outreach services.

4. Budget Implications:

The newly added add on s are budgeted in the 2023-24 budgets.

5. Exhibits:

- The Revised 2023-24 MPS Pay Raise Scales for Teachers, Non-Classroom Based Academic Personnel (NCBA) and School Leaders



MPS EMPLOYEE PAY RAISE SCALE

FULL-TIME TEACHING POSITIONS

&

NON-CLASSROOM-BASED ACADEMIC POSITIONS

Last Amended: 06/22/2023

MPS EMPLOYEE PAY RAISE SCALE (FULL-TIME TEACHING POSITIONS & NON-CLASSROOM BASED ACADEMIC POSITIONS)

SALARY CALCULATIONS

Components of Employee Pay

School Level: Teaching Positions & Non-Classroom Based Academic Positions		
1.	Base School Salary	
	+	
2.	Employee Qualifications Pay	
	+	
3.	Position Pay (where applicable)	
4.	Employee Performance Pay	
5.	Pay for Additional Duties	
		➔ Base Employee Salary

Narrative:

1) The MPS Board of Directors will work closely with the Home Office to review and update this Employee Pay Raise Scale and approve it at one of its meetings prior to the start of the fiscal year in which it applies.

This Board-approved pay raise scale will be in effect as of July 1, 2022 until the subsequent Board approval of an updated scale. MPS reserves the right to modify this pay raise scale, as well as any policies affecting employee compensation, including but not limited to maintaining any pay raise scale at all.

2) This policy replaces and overrides any previous pay/bonus policy pay raise scale or other policies affecting compensation to the extent they are in conflict.

3) This pay raise scale applies to all full-time teaching staff and non-classroom based academic staff.

4) Pay for full-time teaching positions has four major components: base school salary, employee qualifications pay, employee performance pay, and pay for additional duties. Pay for non-classroom based academic positions has the same four components, with the addition of a fifth component for position pay. Base school salary, position pay (where applicable), and employee qualifications pay make up the base employee salary as they reflect their job position and qualifications. Employee performance pay and pay for additional duties are variable pays based on the employee's performance rating and the additional duties assigned to the employee and are not a part of the base employee salary.

5) Performance pay may be awarded to regular, full-time employees based on the employee meeting performance metrics during the school year. Only those regular, full-time employees who have worked at least 85% of the workdays between the start of the school year and May 15 may be eligible for performance pay. No performance pay will be given in the case of voluntary or involuntary termination before the end of the school year, or for part-time, temporary, or seasonal employees. Performance pay is **NOT** part of the employee's base salary and will be paid separately in a **one-time lump-sum amount** on the June 20th payroll simultaneous with the end of the school year and reported in the same school year in which the performance pay was earned. (See "Employee Performance" for details.)

6) Additional duties for employees will be assigned add-on points as explained further in this scale. These duties have

to be approved by the school administration and the Home Office. The add-on points for such additional duties are not part of employee's base salary; they are earnings on top of the base employee salary designated for the extra duties performed for the specific year of service. Payment for additional duties will be made during and only for the fiscal year in which the duties are performed. Additional duties that are an outgrowth of MPS's instructional program, including the Additional Duties enumerated herein, are reportable to the employee's STRS retirement account. See "Additional Duties" for details.

8) Employees will be able to update their degree or credential during the new work year, and these updated qualifications will be used in prorated salary calculations as of the date of submission. The employee will not be eligible to receive retroactive pay for any period before they reported the degree or credential to MPS and provided satisfactory documentation of the same.

9) MPS pays semi-monthly salaries in whole dollar amounts; therefore, any semi-monthly salary that is not in whole dollar amount will be rounded up to the next whole dollar amount and the annual pay amount will be adjusted accordingly.

10) For employment-based visa holders, proposed salary based on scale cannot be under the prevailing wages as determined by the DOL.

11) A one-time signing bonus may be provided to new employees for hard-to-fill positions upon approval by the CEO on a case by case basis. Such bonus shall be paid at the end of the school year. Signing bonuses are contingent upon employee completing at least one year of service and any employee who fails to do

12) The pay raise scale limitations may be waived to increase base pay in unique situations with approval from the CEO that the waiver is financially sound, academically necessary, and consistent with MPS' commitment to equal opportunities for all staff without regard to race, color, religion, sex (including pregnancy, gender identity, and sexual orientation), national origin, age (40 or older), disability or genetic information, and all other bases as described by the EEOC. (See the Employee Handbook for details.)

13) Whether identified or not in this scale, the Home Office will make the final determination regarding salary calculations for any employee at any position and has the authority to make any revisions based on changing budget conditions.

1) BASE SCHOOL SALARY

Base School Salary		
<u>Location</u>	<u>School</u>	<u>Base</u>
Los Angeles County (Reseda)	MSA-1	\$61,000
Los Angeles County (Van Nuys)	MSA-2	\$61,000
Los Angeles County (Carson)	MSA-3	\$59,000
Los Angeles County (Los Angeles)	MSA-4	\$59,000
Los Angeles County (Reseda)	MSA-5	\$61,000
Los Angeles County (Los Angeles)	MSA-6	\$59,000
Los Angeles County (Northridge)	MSA-7	\$59,000
Los Angeles County (Bell)	MSA-Bell	\$61,000
San Diego County (San Diego)	MSA-San Diego	\$59,000
Orange County (Santa Ana)	MSA-Santa Ana	\$59,000

Narrative:

- 1) The Base School Salary for each school is determined based on the specific school budget, size, and challenge, as well as the cost of living at the school location.
- 2) Based on the above parameters, the Board may adjust the Base School Salaries each year.

2) EMPLOYEE QUALIFICATIONS PAY**Qualifications**

Field #	Qualification	Coefficient	Points	Max
1	Degree	\$1,015	1 or 3. See notes.	3
2	Credential	\$1,015	1 or 2. See notes.	2
3	Prior Experience	\$1,015	1 for each year up to 15	15
4	MPS Experience	\$1,015	1 for each year	N/A

Narrative:

- 1) Degree: 1 point for master's degree; 3 points for doctoral degree. Points are non-cumulative; the highest degree will be considered. Any earned degree point(s) during the school year will be reflected in the agreement only until January 31st. After January 31st, all earned degree point(s) will be reflected in the following school year agreements.
- 2) Credential: 1 point for California Clear Teaching Credential; 1 point for California Preliminary or Clear Administrative Services Credential; 1 point for job-related credential or certificate, e.g., college counseling certificate; 2 points for National Board Certification. Points are not added except for the addition of the National Board Certification points (2) and the CA Clear Teaching Credential point (1). CA Preliminary Teaching Credential does not earn points. Any earned credential point(s) during the school year will be reflected in the agreement only until January 31st. After January 31st, all earned credential point(s) will be reflected in the following school year agreements.
- 3) Prior Experience: Cap of 15 years will be applied for prior full-time teaching, school leader, and other related field work experience when the employee completed a full year of employment in the position. Student teaching as part of the credentialing program does not count for experience. Employees need to verify their prior employment. Final decision will be made by the Home Office. Any required changes of prior years of experience will be reflected on the agreement at the beginning of the school year. Any change request submitted after January 31st will be included in the following school year's agreement.
- 4) MPS Experience: Prior full-time, regular employment with MPS as a teacher, school leader, or in other related field work positions. Student teaching as part of the credentialing program does not count for experience. Each year of full-time employment with MPS shall count for 1 point if the employee worked at least 85% of the work year. Final decision will be made by the Home Office. Any required changes of MPS years of experience will be reflected on the agreement at the beginning of the school year. Any change request submitted after January 31st will be included in the following school year's agreement.

5) Qualifications pay is NOT an additional amount based on extra work. It is paid prorated over the course of the employee's work year and paid in the same amount for all employees in the same position with the same qualifying points.

3) POSITION PAY

Position Pay				
Field #	Type of Pay	Coefficient	Points	Max
1	Position	\$1,015	See notes.	10

Position Points	
College Counselor, Librarian, EL Coordinator, Language/Literacy Coach, Title-I/Intervention Coordinator, School Counselor	5
Education Specialist, Psychologist	15
Athletic Director	0
School-Social Worker	0

Narrative:
<p>1)Position: Staff with non-classroom-based academic positions will receive additional points based on their position. See the table above.</p> <p>2) This is a component of Base Employee Salary as it is earned through the performance of the employee’s regular job duties and NOT an additional amount based on extra work. It is paid prorated over the course of the employee’s work year and paid in the same amount for all employees in the same position. Position pay is only separated to illustrate how pay is formed.</p>

4) EMPLOYEE PERFORMANCE PAY

Available Performance Pay	
Teaching & Non-Classroom Based Academic Positions	\$2,000

End-of-Year Overall Evaluation Ratings	
Rating	Earns % of Available Performance Pay
4: Highly Effective (HE)	100%
3: Effective (E)	100%
2: Developing (D)	0

1: Ineffective (I)	0
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Narrative:

- 1) The Home Office will develop a performance evaluation system where employees will earn annual performance points out of 100.
- 2) Employees who receive a “3: Effective (E)” and a “4: Highly Effective (HE)” rating on their end-of-year overall evaluation will earn 100% of the available performance pay. Those who receive a rating of 2 or 1 will be ineligible for performance pay.
- 3) Available performance pay will be a maximum of \$2,000 for school-level teaching staff and non-classroom based academic staff.
- 4) Performance pay may be awarded to regular, full-time employees based on the employee meeting performance metrics during the school year. Only those regular, full-time employees who have worked at least 85% of the workdays between the start of the school year and May 15 may be eligible for performance pay. No performance pay will be given in the case of voluntary or involuntary termination before the end of the school year, or for part-time, temporary, or seasonal employees.
- 5) Performance pay is **NOT** part of the employee’s base salary and will be paid separately in a **one-time lump-sum amount** on the June 20th payroll simultaneous with the end of the school year and reported in the same school year in which the performance pay was earned. (See "Employee Performance" for details.)
- 6) MPS believes in use of data in determining employee performance. As explained in detail in MPS’ board-approved employee evaluation protocols, survey and student assessment data as well as supervisor’s evaluation of the employee performance are used in evaluations of teaching and non-classroom based academic staff.

MPS Board Approved Additional Duties-Annual Assignment (Coefficient for Additional Duties is \$1,000.00)			
	<u>Duties</u>	<u>Add-on Points</u>	<u>JOB DESCRIPTION</u>
Organization Wide Teacher on Special Assignment (TOSA) Duties (to be assigned by Home Office)			
1	History / Social Sciences	5	<p>Coordinate collaboration and professional development activities across all MPS schools. Specifically;</p> <ul style="list-style-type: none"> - Hold grade level/span scope and sequence planning activities quarterly, - Support three MPS-wide PD (symposia) days - Maintain and coordinate Google classroom for PD and email groups for resource and info dissemination - Help selection of high quality and effective instructional materials and resources in alignment with CA Standards and Frameworks. - Meet quarterly with the Academic Team and CAO to coordinate events and activities, - Organize other network-wide activities and events as assigned.
2	Science	5	<p>Coordinate collaboration and professional development activities across all MPS schools. Specifically;</p> <ul style="list-style-type: none"> - Hold grade level/span scope and sequence planning activities quarterly, - Support three MPS-wide PD (symposia) days - Maintain and coordinate Google classroom for PD and email groups for resource and info dissemination - Help selection of high quality and effective instructional materials and resources in alignment with CA Standards and Frameworks. - Meet quarterly with the Academic Team and CAO to coordinate events and activities, - Organize other network-wide activities and events as assigned. - Support the selection and implementation of a proven STEAM enrichment program - Provide professional development for Implementing a multi-level and multi-dimensional curriculum including NGSS - Support MPS Wide Annual STEM EXPO - Develop and Implement Professional Development Workshops for MPS Wide Enrichment Instructional Support
3	Computer Science and Technology	5	<p>Coordinate collaboration and professional development activities across all MPS schools. Specifically;</p> <ul style="list-style-type: none"> - Hold grade level/span scope and sequence planning activities quarterly, - Support three MPS-wide PD (symposia) days - Maintain and coordinate Google classroom for PD and email groups for resource and info dissemination - Help selection of high quality and effective instructional materials and resources in alignment with CA Standards and Frameworks. - Meet quarterly with the Academic Team and CAO to coordinate events and activities, - Organize other network-wide activities and events as assigned.
4	Electives (Spanish, Art, PE, and other Electives)	5	<p>Coordinate collaboration and professional development activities across all MPS schools. Specifically;</p> <ul style="list-style-type: none"> - Hold grade level/span scope and sequence planning activities quarterly, - Support three MPS-wide PD (symposia) days - Maintain and coordinate Google classroom for PD and email groups for resource and info dissemination - Help selection of high quality and effective instructional

			<p>materials and resources in alignment with CA Standards and Frameworks.</p> <ul style="list-style-type: none"> - Meet quarterly with the Academic Team and CAO to coordinate events and activities, - Organize other network-wide activities and events as assigned.
5	Elementary Programs	5	<p>Coordinate collaboration and professional development activities across all MPS schools. Specifically;</p> <ul style="list-style-type: none"> - Hold grade level/span scope and sequence planning activities quarterly, - Support three MPS-wide PD (symposia) days - Maintain and coordinate Google classroom for PD and email groups for resource and info dissemination - Help selection of high quality and effective instructional materials and resources in alignment with CA Standards and Frameworks. - Meet quarterly with the Academic Team and CAO to coordinate events and activities, - Organize other network-wide activities and events as assigned.
6	Math	5	<ul style="list-style-type: none"> - Support the coordination, collaboration and professional development activities across all MPS schools. Specifically; - Support grade level/span scope and sequence planning activities quarterly, - Support three MPS-wide PD (symposia) days - Support and maintain Google classroom and website for PD, resources and info dissemination - Coordinate at least 2 annual MPS-wide math competitions (growth mindset, Pi day, etc.) - Support development of the math assessment timeline and manage data collection and analysis - Serve as a member of the math materials adoption cohort to assist with the selection of high quality and effective instructional materials and resources in alignment with CA Standards and Framework. - Meet monthly with the Director of Math programs and quarterly with the Academic Team and CAO
7	English	5	<ul style="list-style-type: none"> - Support the coordination of collaboration and professional development activities across all MPS schools. Specifically; - Support grade level/span scope and sequence planning activities quarterly, - Support three MPS-wide PD (symposia) days - Support and Maintain Google classroom and/or website for PD, resources and info dissemination - Coordinate 2 annual MPS-wide ELA competitions (Creative Writing, Poetry Out Loud, NaNoWriMo, Women's History Month Essay Contest, etc.) - Support development of the ELA assessment timeline and manage data collection and analysis - Support with the selection and/or development of an MPS-wide writing framework and/or curriculum adoption - Meet monthly with the ELA Program Coordinator, and quarterly with the Academic Team
8	GATE	5	<ul style="list-style-type: none"> - Research and Development for Adopting a Researched Based "proven" Enrichment Program/Curriculum for all MPS Schools. - Support the coordination, collaboration and professional development activities across all MPS schools for Gifted and Talented program support. - Assist with Identification of GATE students including: PD's

			<p>for Deans, Assistance with obtaining and administering OLSAT and Raven's Tests</p> <ul style="list-style-type: none"> - Support MPS GATE Coordinators in implementing Enrichment and STEAM Activities at all Sites - Support three MPS-wide PD (symposia) days - Support and maintain Google classroom and website for PD, resources and info dissemination - Lead the Coordination of the annual Steam Expo with all participating MPS schools - Meet monthly with the Director of SPED programs and quarterly with the Academic Team and CAO. - Seek out Enrichment opportunities for students (Science camp, JPL Scholarships etc.)
9	SPED	5	<ul style="list-style-type: none"> - MPS Wide District Level Usage on the SEIS and Welligent Systems - Weekly monitoring and reporting to Director of SPED / Re:School Compliance - Support MPS GATE Coordinators in implementing Enrichment and STEAM Activities - Monitor the Compliance of 504 Plan Implementation - Provides Professional Development for SPED Teachers at 3 symposiums and ongoing support for newly hired SPED Teachers - Adds, Deletes, Monitors and Maintains Users for the SEIS and Welligent Systems (Creates passwords for adult users, adds students from CAL-PADS to SEIS and Welligent as appropriate).
NEW	STEAM Enrichment	5	<p>Coordinate collaboration and professional development activities across all MPS schools. Specifically;</p> <ul style="list-style-type: none"> - Support the selection and implementation of a proven STEAM enrichment program - Support MPS Wide Annual STEAM EXPO - Develop and Implement Professional Development Workshops for MPS Wide Enrichment Instructional Support- Support three MPS-wide PD (symposia) days - Maintain and coordinate Google classroom for PD and email groups for resource and info dissemination - Meet quarterly with the Academic Team and CAO to coordinate events and activities, - Organize other network-wide activities and events as assigned.
NEW	Math Enrichment	5	<p>Coordinate collaboration and professional development activities across all MPS schools. Specifically;</p> <ul style="list-style-type: none"> - Support the selection and implementation of a proven Math enrichment programs for Elementary, Middle and High School programs -Coordinate at least 2 annual MPS-wide math competitions (MathCounts, AMC, Pi day, etc.) - Support MPS Wide Annual STEAM EXPO - Develop and Implement Professional Development Workshops for MPS Wide Enrichment - Maintain and coordinate Google classroom for PD and email groups for resource and info dissemination - Meet quarterly with the Academic Team and CAO to coordinate events and activities, - Organize other network-wide activities and events as assigned.
NEW	Robotics Programs Enrichment	5	<p>"Coordinate enrichment activities across all MPS schools. Specifically;</p> <ul style="list-style-type: none"> - Support the selection and implementation of a proven Robotics enrichment programs at the Elementary, Middle and High School levels -Coordinate at least MPS-wide Robotics competitions (FLL, VEX, etc.) - Support MPS Wide Annual STEAM EXPO - Develop and Implement Professional Development Workshops for MPS Wide Enrichment - Maintain and coordinate Google classroom for PD and email groups for resource and info dissemination - Meet quarterly with the Academic Team and CAO to coordinate events and activities, - Organize other network-wide activities and events as assigned. "
NEW	College Mentorship Programs Enrichment	5	<p>Supports the CAP Mentors supervising students in working towards earning a recognition from the Congressional Award Program by helping them set goals, organize their activities, track their accomplishments, and submit their evidence to the program. "Participants earn Bronze, Silver, and Gold Certificates and Bronze, Silver, and Gold Medals. Each level involves setting goals in four program areas; Voluntary Public Service, Personal Development, Physical Fitness, and Expedition/Exploration."</p> <p>https://www.congressionalaward.org/the-program/</p>

School wide Coordination Duties			
1	Discipline Coordinator	5	The Coordinator is a critical teammate on the student service team, under the direction of the Dean of Students. The Coordinator's primary responsibility is to respond to student behavior. This will happen through the management of systems across the school, and through the creation of meaningful interventions to build student capacity to make strong, future-ready decisions. The coordinator builds strong relationships with students and champions family engagement to develop partnerships between the school and families to support the success of students.
2	I.T. Coordinator/Technician	5	I.T. Coordinator/Technician is a staff member who: - Maintains staff, students, and classroom technology (tracks in inventory system/configured for operation) - Responds to school's basic technology issues like troubleshooting internet/wireless connection, or printing etc. - Gives feedback on usage and research/analysis results on continuously improving educational technology and recommend them to the school and other schools' IT technician team members. - Trains fellow staff members on certain software/hardware usage and on basic computer security, and technology equipment handling if needed.
3	Testing Coordinator	5	Testing coordinator will coordinate and supervise school-wide implementation of local and state tests (SBAC, MAP, IAB Benchmark tests, GATE, ELPAC, AP tests). Other tasks include scheduling, informing parents, encouraging students, assist school staff with preparation for test administrations, and assisting Math and English teachers with testing strategies and preparation. In additional working closely with SPED and EL departments along with communicating with IT Manager to ensure accommodations are enabled according to the individual needs of students. The testing coordinator will also assist in providing data to admin for as needed, to teachers for intervention and data driven analysis. Perform other duties as assigned by the principal.
4	After School Coordinator	5	Responsible for on-site program administration and oversight, including supervising staff such as tutors and enrichment staff. Prepares Attendance Reports. Monitors staff and completes a professional development needs assessment of each staff member. Works with admin and teacher to identify clubs and tutoring offered/needed, generates/communicates the after-school schedule, promotes the attendance for after school programs, checks classrooms regularly, helps with ordering supplies, collects the data and submits to authorizers.
5	MTSS Coordinator (incl. RTI, Title I, etc.)	5	Under the direction of the Dean of Students, the MTSS Coordinator is an integral part of the school's culture. The coordinator collaborates with team members to provide academic and behavior strategies for students with various needs.
6	EL Coordinator	5	Implements and is compliant with the MPS EL Master Plan, supports ELA and ELD teachers with instructional strategies, consults with the MPS EL Coordinator, identifies EL students, supports EL student achievement reports and data analysis of EL student, planning and administering ELPAC, monitors student progress through various assessments such as SBAC, MAP, Lexile reports, compiles student portfolios, attends district/school-wide PDs and meetings

7	Literacy Program Coordinator (incl. myON, A.R., etc.)	3	Coordinates the school-wide literacy program (myON, AR, etc.), including scheduling and supporting professional development and training for teachers, supporting teachers with best practices for program implementation, planning events and competitions which promote literacy, monitoring literacy data such as: lexile growth, minutes/books read, etc. and sharing such data with school staff to improve students' literacy development and growth.
8	STEAM Festival/Expo Coordinator	2	STEAM Coordinator is an active participant of annual STEAM EXPO event in collaboration with the Home Office. Organizes a local and school-wide STEAM EXPO. Follows up with deadlines at the school level, communicates the guidelines via emails and meetings. Supports teachers and staff to maximize student/project participation. Assists with the logistics such as transportation and food, etc.
9	Community and Family Outreach Coordinator	2	A high-energy multi-tasker with dynamic leadership ability who builds coalitions and partnerships. The Coordinator works to build social capital by fostering person-to-person and people-to-place relationships, develop the skill and will of parents and community leaders to take on leadership roles within schools and in their community, and encourage civic engagement in order to build neighborhoods where the stakeholders want to invest their time and resources to transform their communities. The Coordinator will be flexible and a self-starter, working with a network of engaged and empowered stakeholders in the MSA Communities. They will make connections with residents to broaden and deepen the community network, support local advocacy, and develop leaders who will carry out the work.
10	WASC Self-Study Coordinator (Not On Renewal Cycle Year)	3	The WASC Self-Study Coordinator is the primary contact with WASC, compiling all the necessary information to complete the self-study. The Coordinator utilizes the guidelines set by WASC and with the help of MSA administration, identify a team of faculty, staff, and school leaders to write and assemble the various components of the self-study by their identified deadline. The Coordinator will be available to the WASC administration and team for all communication and will lead and facilitate the WASC team visit. Through the completion of the self-study process, the school will have accomplished: 1) the involvement and collaboration of all stakeholders to support student achievement; 2) the clarification and measurement of what all students should know, understand, and be able to do through schoolwide learner outcomes and academic standards; 3) the analysis of data about students and student achievement; 4) the assessment of the entire school program and its impact on student learning in relation to the schoolwide learner outcomes, academic standards, and WASC/CDE criteria; 5) the alignment of a long-range action plan to the school's areas of need; and 6) the capacity to implement and monitor the accomplishment of the plan.
11	Blended Learning Coordinator	1	The Blended Learning Coordinator provides leadership, staff development, and instructional support to all instructional and administrative staff. In addition, this position serves as a liaison between school and org-wide technology initiatives and school based implementation and support for administrators and teachers.

12	Extracurricular Activities Coordinator	1	After School Coordinator is responsible for on-site program administration and oversight, including supervising staff such as tutors and enrichment Instructors. Prepares Attendance Reports. Monitors staff and completes a professional development needs assessment of each staff member in the program.
13	504 Coordinator (1-10 cases)	2	The Support Services coordinator will focus on supporting schools in maintaining and building records and documentation for all students eligible under Section 504. Ensure the implementation of Section 504 procedures at each Magnolia school including: Coordinating referrals; Determining appropriate Section 504 accommodations, team composition and participating in Section 504 team meetings as needed. Assisting with 504 professional development workshops for MPS school sites. Serve as a daily resource to MPS administrators, teachers, and staff regarding Section 504.
14	504 Coordinator (11 or more)	3	The Support Services coordinator will focus on supporting schools in maintaining and building records and documentation for all students eligible under Section 504. Ensure the implementation of Section 504 procedures at each Magnolia school including: Coordinating referrals; Determining appropriate Section 504 accommodations, team composition and participating in Section 504 team meetings as needed. Assisting with 504 professional development workshops for MPS school sites. Serve as a daily resource to MPS administrators, teachers, and staff regarding Section 504.
15	SSPT Coordinator	2	Serve as a liaison between the schools and appropriate partners in supporting students and families. Using a MTSS Framework, the SSPT coordination includes the following, Support students in acquiring linguistic, academic, behavioral, and social competencies using tiered interventions.
16	GATE Coordinator	2	Assist schools in enhancing collaborative and supportive schoolwide PBIS culture for all school partners. Assist the Director in designing and implementing a Magnolia Wide GATE enrichment curriculum.
17	SPED Coordinator	5	<ul style="list-style-type: none"> * School site support with SPED coordination. * School Based Case management * Child Find - accessing all students enrolled in the science academy in CALPADS, SEIS or Welligent. * Ensuring an annual IEP meeting is held for each student, either identified as an “annual review” or a Triennial. * Working with SPED Teacher to ensure service provision is taking place. * Providing pertinent information to SPED Director to ensure CALPADS data is accurate. * Managing caseload to ensure compliance with all meetings, service provision and accommodations are in place for each student. * SPED Coordinators are also responsible for working with SPED para’s and instructing SPED students in pull out sessions. * SPED Coordinators are responsible for team teaching with all general education teachers to ensure students are receiving support for assignments, projects and are being graded according to their IEP. * SPED Coordinators meet with the SPED director at school

			<p>level SPED meetings, and once monthly at the CMO level SPED meetings. All SPED teachers meet weekly with their SPED coordinators and/or admin teams.</p> <p>* Prepares the department for annual audits and authorizer oversight.</p> <p>* Works with all service providers</p>
18	Alumni Success Coach - Tier 1 (1-150 Alumni)	2	<p>Build relationships with seniors. (ex: Advisory teacher or college readiness class teacher)</p> <p>Conduct Summer Send-off meetings</p> <p>Stay in contact with Alumni and use GradSnapp as directed ZOOM/Phone/Email Check-Ins re: grades, needed materials, questions/concerns, financial aid, connecting with college allies</p> <p>In-person visits to high-population institutions</p> <p>Would work with the CCRP Coordinator during monthly meetings and individual check-ins</p> <p>Inform alumni about MPS-wide alumni events</p> <p>Coordinate site-specific alumni events in collaboration with the College Counselor (ex: potlucks, alumni panels, etc)</p>
19	Alumni Success Coach - Tier 2 (151-300 Alumni)	3.5	<p>Build relationships with seniors. (ex: Advisory teacher or college readiness class teacher)</p> <p>Conduct Summer Send-off meetings</p> <p>Stay in contact with Alumni and use GradSnapp as directed ZOOM/Phone/Email Check-Ins re: grades, needed materials, questions/concerns, financial aid, connecting with college allies</p> <p>In-person visits to high-population institutions</p> <p>Would work with the CCRP Coordinator during monthly meetings and individual check-ins</p> <p>Inform alumni about MPS-wide alumni events</p> <p>Coordinate site-specific alumni events in collaboration with the College Counselor (ex: potlucks, alumni panels, etc)</p>
20	Alumni Success Coach - Tier 3 (300+ Alumni)	5	<p>Build relationships with seniors. (ex: Advisory teacher or college readiness class teacher)</p> <p>Conduct Summer Send-off meetings</p> <p>Stay in contact with Alumni and use GradSnapp as directed ZOOM/Phone/Email Check-Ins re: grades, needed materials, questions/concerns, financial aid, connecting with college allies</p> <p>In-person visits to high-population institutions</p> <p>Would work with the CCRP Coordinator during monthly meetings and individual check-ins</p> <p>Inform alumni about MPS-wide alumni events</p> <p>Coordinate site-specific alumni events in collaboration with the College Counselor (ex: potlucks, alumni panels, etc)</p>

NEW	WASC Self-Study Coordinator (During Renewal Cycle) (ONLY FOR MPS SCHOOLS ON WASC RENEWAL CYCLE YEAR ARE ELIBILGLE FOR THIS SPECIFIC ADD ON)	5	The WASC Self-Study Coordinator is the primary contact with WASC, compiling all the necessary information to complete the self-study. The Coordinator utilizes the guidelines set by WASC and with the help of MSA administration, identify a team of faculty, staff, and school leaders to write and assemble the various components of the self-study by their identified deadline. The Coordinator will be available to the WASC administration and team for all communication and will lead and facilitate the WASC team visit. Through the completion of the self-study process, the school will have accomplished: 1) the involvement and collaboration of all stakeholders to support student achievement; 2) the clarification and measurement of what all students should know, understand, and be able to do through schoolwide learner outcomes and academic standards; 3) the analysis of data about students and student achievement; 4) the assessment of the entire school program and its impact on student learning in relation to the schoolwide learner outcomes, academic standards, and WASC/CDE criteria; 5) the alignment of a long-range action plan to the school's areas of need; and 6) the capacity to implement and monitor the accomplishment of the plan.
Chair/Mentorship/Special Committee Duties			
1	Department Chair (5+ teachers)	3	Supports teachers with teaching curriculum and instruction, course pacing, planning, providing feedback and tools, conducts peer observations twice a semester, holds monthly department meetings, attends specific admin-led meetings, coaches teachers, helps teachers with ordering/selection of materials.
2	Department Chair (1-4 teachers)	2	Supports teachers with curriculum and instruction, course pacing, planning, providing feedback and tools, conducts peer observations twice a semester, holds monthly department meetings, attends specific admin-led meetings, coaches teachers, helps teachers with ordering/selection of materials.
3	Grade Level Chair (5+ teachers)	3	Under the direction of the Dean of Academics/Assistant Principal, the Grade Level Chair is an integral part of the school's leadership team in which the team member collaborates with multiple committees, including MTSS, to design and execute the school's long-term strategic vision. The teacher leader needs to be able to master and navigate instructional shifts to take on new learning challenges and coach colleagues to high levels of proficiencies that close the achievement gap for all students.
4	Grade Level Chair (1-4 teachers)	2	Under the direction of the Dean of Academics/Assistant Principal, the Grade Level Chair is an integral part of the school's leadership team in which the team member collaborates with multiple committees, including MTSS, to design and execute the school's long-term strategic vision. The teacher leader needs to be able to master and navigate instructional shifts to take on new learning challenges and coach colleagues to high levels of proficiencies that close the achievement gap for all students.
5	Student Leadership / Gov't Advisor	2	Under the guidance of Dean of Students, a student council advisor guides student leaders in successfully planning events, making decisions and representing their fellow students. This role is essential to developing students' leadership skills and supporting their efforts to serve their school.
6	BTSA / Teacher Mentor	1.5	The mentor will be assigned one or multiple teachers or teacher candidates with preliminary credentials. The mentor will help these teachers to clear their credentials with direct support, guidance, timeline follow up with lesson planning, curriculum development and classroom management. The mentor will also provide PD opportunities for the mentees.
7	CAP Mentor	1	The CAP Mentor supports students in working towards earning a recognition from the Congressional Award Program by helping them set goals, organize their activities, track their

			accomplishments, and submit their evidence to the program. "Participants earn Bronze, Silver, and Gold Certificates and Bronze, Silver, and Gold Medals. Each level involves setting goals in four program areas; Voluntary Public Service, Personal Development, Physical Fitness, and Expedition/Exploration." https://www.congressionalaward.org/the-program/
8	Reflection Committee Team Member	1	Under the direction of the Dean of Students, the Committee is an integral part of the school's culture in which the team member collaborate to provide academic and behavior strategies for students with various needs. Instead of the "waiting for failure" assessment model, the Committee team member is able to take a proactive approach to identify students with social-emotional, academic, and behavioral needs. Additionally, the team member is responsible for providing information and professional development to the school site teams, ensuring that MTSS components are implemented effectively throughout. Early interventions and assessments for these students can greatly improve their academic & behavioral successes.
9	Student Safety Committee	1	Support administration during the academic year, with morning drop-off and after school dismissal this includes parking lot supervision and valet duties to ensure safety of students and other pedestrians. Additional responsibilities include assisting students in and out of the car in the valet line, supervising students in the dismissal area, and assisting the management of traffic.
10	CIF Athletic Director (1-3 teams)	5	The primary responsibility of an athletic director is to oversee all aspects of the athletic programs that are sponsored by the school. Schedules practice/game locations and times. Monitors athletes academics and behavior with administration. Supervise athletic competitions. Ensure that documentation and CIF guidelines (i.e., physicals, gpa, code of conduct). Organize and arrange transportation, referee, facilities, and any other sport related items. Manages inventory and acquisition of equipment and uniforms for each sport. Assist with the hiring of staff and coaches. Teaching assignment 75%
11	CIF Athletic Director (4-6 teams)	10	The primary responsibility of an athletic director is to oversee all aspects of the athletic programs that are sponsored by the school. Schedules practice/game locations and times. Monitors athletes academics and behavior with administration. Supervise athletic competitions. Ensure that documentation and CIF guidelines (i.e., physicals, gpa, code of conduct). Organize and arrange transportation, referee, facilities, and any other sport related items. Manages inventory and acquisition of equipment and uniforms for each sport. Assist with the hiring of staff and coaches. Teaching assignment 50%
12	Instructional Coach	3	The Instructional Coach/Mentor is a teacher who has instructional expertise and ability to collaborate using a coaching and learning approach on campus among all educational partners. The Coach focuses on enhancing teacher ability to provide instruction that builds student understanding and skills, is academically rigorous, addresses the curriculum standards and frameworks, enhances student sense of engagement in and ownership of learning, and provides a safe and nurturing learning environment. The Coach, together with the classroom teacher(s), looks at

			student work, data, and supports the teacher in creating standards-based, high-quality instruction.
Club/Competition Duties			
1	Special Club (Category 1)	1	Club (Category 1) includes approved clubs that either have a STEM focus or prepare students for a special competition but do not require as extensive time commitment and preparation as a Category 2 club. Ex: Advanced Math/Math Counts, Science Olympiad, and other approved STEM clubs; Spelling Bee, Geography Bee, and other approved clubs that prepare for a competition.
2	Special Club (Category 2)	2	Club (Category 2) includes approved clubs that have a special focus, typically in STEM fields, require an extensive time commitment and preparation, and generally culminate in a competition. Ex: VEX/Seaperch Robotics, FIRST Lego, Future City, Academic Decathlon/Pentathlon.
3	Extra Club / Tutoring	1	Extra clubs are clubs employees offer in addition to their required two (2) after-school tutoring/club sessions.
Additional Teaching Duties			
1	AP Teacher (per AP course)	2	Understands and organizes the curriculum of the AP course based on the College Board's course guidelines and exam blueprints, stays current with course content, attends summer seminars as needed, submits the course syllabus to the AP course ledger, works with the admin for the roster of the course, prepares summer work, registers students on College Board's class portal, administers a full-long practice exam in Spring.
2	Extra Teaching Hours (per hour per week)	1	Carries out regular teaching duties (5 courses per day) for an additional class requiring an extra prep.
3	Additional Prep Time (3 or more prep per week)	1	Provides weekly lesson plans and instruction for 3 or more assigned classes.
4	Independent Study Synchronous Instruction (30 min per week)	1.8	Provide weekly 30 minutes of Synchronous Instruction under the MPS Independent Study Policy. Focus should be standards review and practice. Teachers will use current grade level resources and IXL programs.
5	Independent Study Synchronous Instruction (60 min per week)	3.6	Providing Synchronous Instruction (60 min per week under MPS Independent Study Policy. Focus should be standards review and practice. Teachers will use current grade level resources and IXL programs.
6	Independent Study Supervising Teacher (for each 5 students)	1	Supervising Teacher with these conditions and duties Definition of Supervising Teacher: Education Code Section 51747.5: The independent study by each pupil or student shall be coordinated, evaluated, shall be under the general supervision of an employee of the school who possesses a valid certification document pursuant to Section 44865 or an emergency credential pursuant to Section 44300, registered as required by law. Supervising Teacher: "General supervision" means the supervising teacher's (1) continuing oversight of the study design, implementation plan, allocation of resources, and evaluation of student's independent study; and (2) personal determination or personal review of the determination made by another certificated teacher of the time values for apportionment purposes of each pupil's or adult education student's work products.

Additional Duties			
NEW	Dual Enrollment Coordinator	5	The Site Dual Enrollment Coordinator will oversee the various aspects of the DE program including: collaboration between their MSA & partner community college; coordination of registration workshops; dissemination & collection of necessary forms; collaboration with site leadership on master schedule; monitoring students' progress in courses & recommending appropriate interventions; and other aspects of Dual Enrollment implementation including collection of data & analysis of outcomes
NEW	MTSS Member	1	MTSS Member - staff member is responsible for supporting the implementation of the MTSS/PBIS framework within a school. Members collaborate with school staff to collect and analyze student data, provide professional development, and design interventions. Additionally, members play a crucial role in fostering a positive school culture through monitoring PBIS Recognition and conducting collaborative school-wide activities for the student body
NEW	MTSS PBIS Coach	3	PBIS Coach will work closely with the Dean of Students, or PBIS Lead to help guide and support the PBIS Ambassadors and the teams, attend LACOE or regional PBIS training, lead PBIS team meetings, monitor team progress, collaborate with tiered PBIS groups, plan and lead school wide events such as PBIS assemblies and competitions, support school wide professional development related to PBIS strategies, and help the school develop and revise school wide behavioral matrices.
NEW	MPS People "Excellence" Committee	3	The "MPS People Excellence Committee" will be responsible for reviewing, revising, and implementing the "MPS recruitment and retention plan" and "MPS pay scales and benefits for all employees". In addition, this committee is responsible for coordinating all MPS wellness activities across the organization.
NEW	MPS "Connection" Committee	3	MPS Connection Committee serves as the cross collaboration opportunity celebrating milestones and achievement across our school sites to elevate the voice of all Ed Partners through inclusive Culturally constructed opportunities. The Connection Committee is responsible for the planning, logistics, and execution of org-wide Magnolia events. Members of this committee will contribute to events such as Magnolia Gala, family day, and other events celebrating our shared values and creating meaningful connection among all Magnolia community members. Possible time commitment: Minimum 1-2 times a month but as the event approaches we may meet monthly
NEW	MPS "Innovation" Committee	3	MPS Innovation Committee serves as a catalyst for positive change in our schools, promoting a culture of innovation, collaboration, and continuous improvement. Through its dedication to exploring new ideas, leveraging technology, and fostering creativity, the committee strives to provide an exceptional educational experience that prepares students for success in an ever-evolving world. Some projects will include enriching educational programs, Expanded Learning Programs, WASC and continues improvement processes, teacher and leadership capacity building.

MPS Board Approved Additional Duties-One Time Assignment for the 2022-23 School Year				
Additional Duties – One-Time Assignment				
	COMPONENT NAME	DOLLAR AMOUNT	PER	DESCRIPTION
* Hourly staff will not be paid according to the below rates but will be paid with respect to their hourly rates to the extent their job duties encompass any of the duties below.				
1	Home Visit Program	\$50	VISIT	Refer to Home Visit Policy
2	Virtual Home Visit	\$25	VISIT	Refer to Home Visit Policy
3	Saturday School Teacher	\$70	HOUR	Refer to School Admin
4	Parent Academy Coordinator	\$70	HOUR	Refer to School Admin
5	Parent Academy Teacher	\$70	HOUR	Refer to School Admin
6	After School Coordinator	\$30	HOUR	Refer to School Admin
7	After School Support	\$30	HOUR	Refer to School Admin
8	Zero Period Assistance	\$30	HOUR	Refer to School Admin
9	Substituting for another teacher	\$50	PERIOD	Refer to School Admin
10	Edge Coaching-Mentoring	\$35	HOUR	Refer to School Admin
11	Providing PD/Workshop	\$50	HOUR	Refer to School Admin
12	School Camp-Trip-Only for Overnight Trips	\$200	DAY	Refer to School Admin
13	SAT/ACT or College Prep Boot Camp	\$30	HOUR	Refer to School Admin
14	Assisting enrollment recruitment event, orientation meeting, open houses	\$50	HOUR	Refer to School Admin
15	Saturday/Sunday Community Activity (STEAM EXPO, Festivals or similar events)	\$150	EVENT	Refer to School Admin
16	Assisting Saturday or Summer New student Testing Proctor	\$35	HOUR	Refer to School Admin
17	Extra Tutoring Sessions	\$30	HOUR	Refer to School Admin
18	Attending PDs stipend (weekends, holidays, and summer; outside of work days)-Max 4 Days	\$150	DAY	Refer to School Admin
19	Attending Trainings Outside Class Hours (such as Infinite Campus)	\$30	HOUR	Refer to School Admin
20	Sustained Silent Reading (SSR) Period & Advisory Period Coverage	\$35	PERIOD	Refer to School Admin
21	High School Seasonal Sports Coach (per sport)	\$2,500	Season	Athletic coaches provide instruction and coach students to develop skills and ability to excel in sport assigned. Contribute to

				education program as a whole and to growth of students involved in athletics. Duties will include: knowledge of CIF rules and protocols, manage and supervise athletic activities and contest, monitor and enforce student eligibility criteria, collaboration with administration and athletic director to schedule and coordinate competition, maintain inventory of all fixed assets, and manage other aspects related to the assigned sport.
22	Middle School or Elementary School Seasonal Sports Coach (per sport)	\$2,000	Season	Athletic coaches provide instruction and coach students to develop skills and ability to excel in sport assigned. Contribute to education program as a whole and to growth of students involved in athletics. Duties will include: knowledge of league rules and protocols, manage and supervise athletic activities and contest, monitor and enforce student eligibility criteria, collaboration with administration to schedule and coordinate competition, maintain inventory of all fixed assets, and manage other aspects related to the assigned sport.
23	Assistant coach HS (per sport)	\$1,500	Season	The assistant coach duties include assisting the head coach in all aspects of planning and supervision of team practices and games, team strength/conditioning programs, game scheduling, assisting with team eligibility processes, budget management, and manage other aspects related to the assigned sport.
24	Assistant coach MS/ES (per sport)	\$1,000	Season	The assistant coach duties include assisting the head coach in all aspects of planning and supervision of team practices and games, team strength/conditioning programs, game scheduling, assisting with team eligibility processes, budget management, and manage other aspects related to the assigned sport.
25	Referee assignment	\$40	GAME	In case we can't locate a referee and one of our team members conduct this duty during the game
26	Dual enrollment college co-teacher after hours	\$1,500	Course	The co-teacher will work with students who are enrolled in college courses outside of the regular school day to follow up on student attendance, work submission, logistical support for students and will serve as the liaison between the professor and the students. The co-teacher will also attend all synchronous course sessions taught by college professors as well as provide at least 1 additional hour of support per week to students outside of the professor's synchronous sessions to support students. Further, the co-teacher will follow up with the professor, students, parents and school administration to provide targeted interventions to support students who are struggling with academics and attendance matters. This stipend is paid for each 1 college course of support.
27	Targeted Intervention	\$50.00	Hourly	After reviewing data (NWEA, SBAC etc) a certificated teacher will host a small group (no more than 10 students) of intervention outside of the classroom time. Pre and Post data will be required to measure specific student growth during the intervention. The teacher will be required to send parents notification letters to invite them to the intervention groups for at least 6 weeks. The intervention must occur at least 2-3 times per week and for increments of 4-8 weeks in length.
NEW	Parent meeting outside home	\$50	Visit	As an ever evolving community school connection with families, we will allow educators to coordinate Magnolia Family visits at a community based location open to the public as an opportunity to connect families with community resources. This will be an extension of a project focused on community reflective tours.
NEW	Administrative Hearing Committee	\$70	HOUR	The Administrative Hearing Panel is a specialized committee composed of certificated teachers and administrators with experience in education law and student discipline, designed to

				<p>hear cases on behalf of the governing board. The panel is to be impartial and “on call” to hear cases related to expulsions, involuntary removal, records review, etc. Meetings will be held in person or via Zoom, depending on the case, with a maximum of 2 hours of service.</p> <p>Appointments to the Panel will be approved by the site principal and Director of Student Services. Max 2 hours. Mileage reimbursement available for in person attendance to hearings.</p>
NEW	Intersession Instruction (Winter, Spring, etc.)	\$70	HOUR	Teach enrichment, intervention and remediation courses and programs. Supervise students and manage related operations.

NARRATIVE

- 1) For additional duties assigned on an annual basis, the coefficient is \$1,000 per add-on point. The pay for additional duties assigned on a one-time basis may be per hour, per day, per event, or another increment selected by the School. One-time assignments are not limited to one-time use and may be elected as needed throughout the school year.
- 2) Additional duties for employees will be assigned add-on points or pay as indicated in the respective tables. These duties have to be approved by the school administration, and for annual assignments by the school administration and the Home Office, prior to the duties being performed.
- 3) Pay for additional duties is not part of an employee's base salary; it represents earnings on top of the base employee salary designated for the extra duties performed.
- 4) Payment for additional duties will be made during and only for the fiscal year in which the duties are performed. Depending on the duties, this amount can be prorated across all paychecks for the work year (annual assignments) or paid in the pay period in which the work was performed (one-time assignments).
- 5) Final decision for any add-on points or one-time pay will be made by the school administration and the Home Office.

Revision History:

Revision	Date	Description of changes	Requested By
0	5/12/14	Initial Release	David Yilmaz
1	3/10/16	The difference in pay between teachers teaching different subjects is removed; one percent is added to base pay (excluding benefits).	Terri Boatman
2	3/8/17	Additional duties and corresponding add-on points are revised by the Home Office.	Orielle Revish
3	3/8/18	Edited to reflect new base school salaries and language for employee evaluation ratings. Prior and total experience caps, prior experience pay, and available performance pay amounts are revised. Added details for performance pay. Included position points for non-classroom-based academic positions. Also added language for signing bonus, waiver, and rounding semi-monthly salary to the next whole dollar amount.	David Yilmaz
4	3/21/19	Base school salary increased from \$46,600 to \$50,000 for MSA-1 through MSA-8 and from \$46,600 to \$48,000 for MSA-Santa Ana and MSA-San Diego.	Suat Acar
5	05/27/20	Base school salary increased from \$50,000 to \$52,000 for MSA-1 through MSA-8 and from \$48,000 to \$50,000 for MSA-Santa Ana and MSA-San Diego	Suat Acar
6	06/03/21	Base school salary increased from \$48,000 to \$49,000 for MSA- Santa Ana and MSA-San Diego and the \$52,000 base school salary for MSA-3 through MSA-8 is decreased to \$51,000 for 2021-22 school year. Position points for Education Specialist and Psychologist increased from 10 points to 15 points. A new position, School Social Worker is added. Minor changes/details were added throughout the pay raise scale for clarifying purposes. Updated the annual assignment and one-time assignment lists.	Suat Acar
7	02/10/22	Adding regular/virtual home visit one-time annual assignment to school leaders pay raise scale	Suat Acar

8	04/06/22	Base school salary increased to \$53,000 for MSA- Santa Ana and MSA-San Diego. Base school salary increased to \$57,000 for MSA-1-8. A new position, Athletic Director is added. Minor changes/details were added throughout the pay raise scale for clarifying purposes. Updated the annual assignment and one-time assignment lists.	Suat Acar
9	06/08/22	Base school salary increased to \$57,000 for MSA- Santa Ana and MSA-San Diego. New positions with three tiers, Alumni Success Coaches are added. Degree and Credential point(s) reflection to the agreement has been added.	Suat Acar
10	10/13/22	Instructional coach annual assignment is added. Saturday school one-time assignment has increased to \$70 per hour.	Suat Acar
11	03/09/23	Base school salary increased to \$59,000 for MSA-3, 4, 6, 7, Santa Ana and MSA-San Diego. Base school salary increased to \$61,000 for MSA-1, 2, 5, and 8.	Suat Acar
12	06/22/23	The title of Guidance Counselor changed to School Counselor. One time assignments hourly rates of Parent Academy Coordinator and Parent Academy Teacher increased from \$50 to \$70. All additions and changes on the annual assignments have been highlighted in yellow.	Suat Acar



MPS EMPLOYEE PAY RAISE SCALE

SCHOOL LEADER POSITIONS

Last Amended: 06/22/23

MPS EMPLOYEE PAY RAISE SCALE (SCHOOL LEADER POSITIONS)

SALARY CALCULATIONS

Components of Employee Pay

School Level: School Leader Positions	
1.	Base School Salary
	+
2.	Employee Qualifications Pay
	+
3.	Position Pay (where applicable)
4.	Employee Performance Pay

➔ Base Employee Salary

Narrative:

- 1) The MPS Board of Directors will work closely with the Home Office to review and update this Employee Pay Raise Scale and approve it at one of its meetings prior to the start of the fiscal year in which it applies.
 - 2) This Board-approved pay raise scale will be in effect as of July 1, 2022 and until the Board approval of an updated scale. MPS reserves the right to modify this pay raise scale, as well as any policies affecting employee compensation, including but not limited to maintaining any pay raise scale at all.
 - 3) This policy replaces and overrides any previous pay/bonus policy.
 - 4) This pay raise scale applies to all full-time school leaders, i.e., principals, APs, and deans.
 - 5) Pay for school leader positions has four major components: base school salary, employee qualifications pay, position pay, and employee performance pay. Base school salary, employee qualifications pay, and position pay make up the base employee salary. Employee Performance Pay is a variable pay based on employee's performance rating and is not part of the base employee salary.
 - 6) Performance pay may be awarded to regular, full-time employees based on the employee meeting performance metrics during the school year. Only those regular, full-time employees who have worked at least 85% of the workdays between the start of the school year and May 15 may be eligible for performance pay. No performance pay will be given in the case of voluntary or involuntary termination before the end of the school year, or for part-time, temporary, or seasonal employees. Performance pay is **NOT** part of the employee's base salary and will be paid separately in a **one-time lump-sum amount** in June simultaneous with the end of the school year and reported in the same school year in which the performance pay was earned. (See "Employee Performance" for details.)
 - 7) The following salary bands will be applied to school leader positions:

Assistant Principal/Dean	Minimum: \$80,000
Principal	Minimum: \$100,000
- If the pay raise calculations for a school leader result in an amount either below the band minimum or above the band maximum, the minimum or the maximum amounts will be applied respectively.
- 8) Employees will be able to update their degree or credential during the new work year, and these updated qualifications will be used in prorated salary calculations as of the date of submission. The employee will not be eligible to receive retroactive pay for any period before they reported the degree or credential to MPS and provided satisfactory documentation of the same
 - 9) MPS pays semi-monthly salaries in whole dollar amounts; therefore, any semi-monthly salary that is not in whole dollar amount will be rounded up to the next whole dollar amount and the annual pay amount will be adjusted accordingly.
 - 10) For employment-based visa holders, proposed salary based on scale cannot be under the prevailing wages as determined by the DOL.
 - 11) A one-time signing bonus may be provided to new employees for hard-to-fill positions upon approval by the CEO on a case by case basis. Such bonus shall be paid at the end of the school year. Signing bonuses are contingent upon the employee completing at least one
 - (1) year of service and any employee who fails to do so must return the signing bonus to the School.

- 12) The pay raise scale limitations/caps may be waived to increase base pay in unique situations with approval from the CEO that the waiver is financially sound, academically necessary, and consistent with MPS' commitment to equal opportunities for all staff without regard to race, color, religion, sex (including pregnancy, gender identity, and sexual orientation), national origin, age (40 or older), disability or genetic information, and all other bases as described by the EEOC. (See the Employee Handbook for details.)
- 13) Whether identified or not in this scale, the Home Office will make the final determination regarding salary calculations for any employee at any position and has the authority to make any revisions based on changing budget conditions.

1) BASE SCHOOL SALARY

Base School Salary		
<u>Location</u>	<u>School</u>	<u>Base</u>
Los Angeles County (Reseda)	MSA-1	\$61,000
Los Angeles County (Van Nuys)	MSA-2	\$61,000
Los Angeles County (Carson)	MSA-3	\$59,000
Los Angeles County (Los Angeles)	MSA-4	\$59,000
Los Angeles County (Reseda)	MSA-5	\$61,000
Los Angeles County (Los Angeles)	MSA-6	\$59,000
Los Angeles County (Northridge)	MSA-7	\$59,000
Los Angeles County (Bell)	MSA-Bell	\$61,000
San Diego County (San Diego)	MSA-San Diego	\$59,000
Orange County (Santa Ana)	MSA-Santa Ana	\$59,000

Narrative:

- 1) The Base School Salary for each school is determined based on the specific school budget, size, and challenge, as well as the cost of living at the school location.
- 2) Based on the above parameters, the Board may adjust any elements of compensation including the Base School Salaries each year.

2) EMPLOYEE QUALIFICATIONS PAY

Qualifications				
Field #	Qualification	Coefficient	Points	Max
1	Degree	\$1,015	1 or 3. See notes.	3
2	Credential	\$1,015	1 or 2. See notes.	2
3	Prior Experience (Other)	\$1,015	1 for each year up to 15	15
4	Prior Experience (AP/Dean)	\$1,015	1 for each year up to 15	15
5	Prior Experience (Principal)	\$1,015	1 for each year up to 15	15
6	MPS Experience (Other)	\$1,015	1 for each year	N/A
7	MPS Experience (AP/Dean)	\$1,015	1 for each year	N/A
8	MPS Experience (Principal)	\$1,015	1 for each year	N/A

Narrative:

1) Degree: 1 point for master's degree; 3 points for doctoral degree. Points are non-cumulative; the highest degree will be considered. Any earned degree point(s) during the school year will be reflected in the agreement only until January 31st. After January 31st, all earned degree point(s) will be reflected in the next school year agreements.

2) Credential: 1 point for California Preliminary Administrative Services Credential; 2 points for California Clear Administrative Services Credential. Points are not added. Any earned credential point(s) during the school year will be reflected in the agreement only until January 31st. After January 31st, all earned credential point(s) will be reflected in the next school year agreements.

3) Prior Experience: Cap of 15 years will be applied for prior full-time school leader, teaching, and other related field work experience when the employee completed a full year of employment in the position. See the table above for coefficients. For prior experience that is more than 15 years, experience with higher coefficients will be prioritized, i.e., principal experience will be considered first, followed by AP/Dean experience and other related field work experience. Student teaching as part of the credentialing program does not count for experience. Employees need to verify their prior employment. Final decision will be made by the Home Office.

4) MPS Experience: Prior full-time, regular employment with MPS in the same or asimilar role. Each year of full-time employment with MPS shall count for 1 point if the employee worked at least 85% of the work year. Final decision will be made by the Home Office.

5) Qualifications pay is **NOT** an additional amount based on extra work. It is paid prorated over the course of the employee's work year and paid in the same amount for all employees in the position with the same qualifying points.

3) POSITION PAY

Position Points				
Assistant Principal	30			
Dean	25			
Principal	School Enrollment:			
Grade Span:	0-199	200-399	400-599	600+
K-5 or 6-8	30	35	40	45
K-8, 9-12 or 6-12	35	40	45	50
K-12	40	45	50	55
Narrative:				
<p>1) Position: See the table above for points for each position. Principal’s position points will be based on the grade span of the school for the new work year and the school enrollment based on the P-2 report of the current year. Based on Census Day data of the new work year, i.e., first Wednesday of October, if an increase in enrollment requires an adjustment to the position points, updated position points will be used in prorated salary calculations as of November. Final decision will be made by the Home Office for extenuating circumstances.</p> <p>2) This is a component of Base Employee Salary as it is earned through the performance of the employee’s regular job duties and NOT an additional amount based on extra work. It is paid prorated over the course of the employee’s work year and paid in the same amount for all employees in the same position. Position pay is only separated to illustrate how pay is formed.</p>				

4) EMPLOYEE PERFORMANCE PAY

Available Performance Pay	
School Leader Positions	\$2,000

End-of-Year Overall Evaluation Ratings	
Rating	Earns % of Available Performance Pay
4: Highly Effective (HE)	100%
3: Effective (E)	100%
2: Developing (D)	0
1: Ineffective (I)	0

Narrative:

- 1) The Home Office will develop a performance evaluation system where employees will earn annual performance points out of 100.
- 2) Employees who receive a “3: Effective (E)” and a “4: Highly Effective (HE)” rating on their end-of-year overall evaluation will earn 100% of the available performance pay. Those who receive a rating of 2 or 1 will be ineligible for performance pay. Available performance pay will be a maximum of \$2,000 for school leader positions.
- 3) Performance pay may be awarded to regular, full-time employees based on the employee meeting performance metrics during the work year. Only those regular, full-time employees who have worked at least 85% of the workdays between the start of the school year and May 15 may be eligible for performance pay. No performance pay will be given in the case of voluntary or involuntary termination before the end of the work year, or for part-time, temporary, or seasonal employees.
- 4) Performance pay is **NOT** part of the employee’s base salary and will be paid separately in a **one-time lump-sum amount** on the June 20th payroll simultaneous with the end of the school year and reported in the same school year in which the performance pay was earned. (See "Employee Performance" for details.)
- 5) MPS believes in use of data in determining employee performance. As explained in detail in MPS’ board-approved employee evaluation protocols, survey and student assessment data as well as supervisor’s evaluation of the employee on California Professional Standards for Educational Leaders (CPSEL) are used in school leader evaluations.

MPS Board Approved Additional Duties-One Time Assignment for the 2022-23 School Year			
Additional Duties of School Admin – One-Time Assignment			
	COMPONENT NAME	DOLLAR AMOUNT	PER
1	Saturday School	\$70	HOURLY
2	Home Visit Program	\$50	VISIT
3	Virtual Home Visit	\$25	VISIT
4	Admin Teaching in Class (Covering for an absent teacher is excluded)	\$50	PERIOD
5	School Camp-Trip-Only for Overnight Trips Admin Support	\$200	DAY
6	Weekend Events Administrative Support. Supporting school events in regards to athletic, promotional activities. Eligibility threshold starts after providing 10 hours first. Hours after 10 hours will be honored to the staff. Max 25 hours a year.	\$50	HOURLY
7	Opening/facilitating the MPS Board of Director meetings	\$70	UP TO 1 HOUR
8	Opening/facilitating the MPS Board of Director meetings	\$210	1- 3 HOURS
9	Opening/facilitating the MPS Board of Director meetings	\$350	3 PLUS HOURS
NEW	Administrative Hearing Committee	\$70	HOURLY
NEW	Intersession Instruction (Winter, Spring, etc.)	\$70	HOURLY

Revision History:

Revision	Date	Description of changes	Requested By
0	5/12/14	Initial Release	David Yilmaz
1	3/25/15	One percent is added to base pay (excluding benefits); base school salaries and coefficients for employee qualifications are revised.	Oswaldo Diaz
2	5/12/16	Salary bands are introduced.	Terri Boatman
3	3/8/18	Edited to reflect new base school salaries and language for employee evaluation ratings. The band maximums, coefficients for employee qualifications, and available performance pay amounts are revised; school enrollment is made a factor in principal position points. Added details for performance pay. Also added language for signing bonus, waiver, and rounding semi-monthly salary to the next whole dollar amount.	David Yilmaz
4	3/21/19	-Base school salary increased from \$46,600 to \$50,000 for MSA-1 through MSA-8 and from \$46,600 to \$48,000 for MSA-Santa Ana and MSA-San Diego. -Position points for Assistant Principal/Dean under the "Employee Qualifications Pay" increased from 15 points to 20 points. (Proposed separately in Board Agenda Item III. C)	Suat Acar
5	05/27/20	-Base school salary increased from \$50,000 to \$52,000 for MSA-1 through MSA-8 and from \$48,000 to \$50,000	Suat Acar
6	06/03/21	Base school salary increased from \$48,000 to \$49,000 for MSA- Santa Ana and MSA-San Diego and the \$52,000 base school salary for MSA-3 through MSA-8 is decreased to \$51,000 for 2021-22 school year. Added clarifying details for one-time signing bonus.	Suat Acar
7	02/10/22	Adding regular/virtual home visit one-time annual assignment to school leaders pay raise scale	Suat Acar

8	04/06/22	Base school salary increased to \$53,000 for MSA-Santa Ana and MSA-San Diego. Base school salary increased to \$57,000 for MSA-1-8. A new position, Athletic Director is added. Minor changes/details were added throughout the pay raise scale for clarifying purposes. Updated the annual assignment and one-time assignment lists.	Suat Acar
9	06/08/22	Base school salary increased to \$57,000 for MSA- Santa Ana and MSA-San Diego. Degree and Credential point(s) reflection to the agreement has been added.	Suat Acar
10	10/13/22	Clarifying language added to one-time annual assignment for Admin Teaching in Class (Covering for an absent teacher is excluded). Saturday school one-time assignment has increased to \$70 per hour.	Suat Acar
11	03/09/23	Base school salary increased to \$59,000 for MSA-3, 4, 6, 7, Santa Ana and MSA-San Diego. Base school salary increased to \$61,000 for MSA-1, 2, 5, and 8. The position point for Assistant Principal increased from 25 to 30. Updated the one-time assignment list	Suat Acar
12	6/22/23	New two one-time assignments have been added and highlighted in yellow.	Suat Acar

Coversheet

Approval of Teacher Assignment Option: Ed Code 44258.3

Section: V. Action Items
Item: G. Approval of Teacher Assignment Option: Ed Code 44258.3
Purpose: Vote
Submitted by:
Related Material: V_G_MPS Teaching Assignments per EdCode ("EC") 44258.3.pdf



Agenda Item:	V G: Action Item
Date:	June 22, 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:	Approval of MPS Teaching Assignments per EdCode (“EC”) 44258.3

1. Action Proposed:

I move that the Board approve the listed academic teaching assignments for the listed teacher(s) per EdCode 44258.3.

2. Background

California EC 44358.3 allows for local education agencies to grant teachers with a preliminary or clear credential to teach subject matters outside of their credential subject area by submitting a petition with supporting documentation demonstrating competency. During the August 2021 Board of Directors meeting, the EC 44358.3 procedures and process was presented and approved.

Eligible MPS teachers interested to teach subject matters outside of their credential subject have submitted their petitions to the school principals. The school principals reviewed/signed the petition and forwarded it to the established MPS Ed Code panel for determination of the teachers' subject matter knowledge. Upon review of all available information, the panel made their decision on the petition(s) and notified the principal of their decision. The chosen teacher for the assignment is listed in the attachment below and submitted for the review and approval of the MPS Board of Directors prior to the beginning of the assignment.

3. Analysis:

The purpose of the policy is to approve teaching assignments on an annual, renewable basis so that courses will be taught by approved educators. This will:

1. Reduce the number of misassignments in CALPADS,
2. Allow for the schools to utilize their existing teaching staff to fill open positions rather than relying on substitutes, and
3. Allow for the continued professional growth of our staff who would like to broaden their teaching experience.



4. **Scope:**

The scope of the practice applies to all MPS school sites.

5. **Budget Implications:** There are no budget implications.

6. **Exhibits:**

- Approved Assignments EC 44258.3



**Approved Assignments
EC 44258.3**

School District Name and Number: **Magnolia Public Schools**

The following assignments have been approved by the Subject Matter Panel:

The assignment is for one year and must be approved PRIOR to the start of the assignment. If this is an extension of the original subject matter approval, the district and the teacher have consented to the extension.

School	Teacher	SEID	Subject	Start date of assignment (2023-2024)	Date approved by Subject Matter Panel
Magnolia Science Academy 2	Christian Banda	5981982670	Chemistry	August 2023	June 14, 2023
Magnolia Science Academy 5	Shehla Moliuddin	5100839660	Math	August 2023	June 15, 2023

Coversheet

Approval of 2023-24 Employee Handbook

Section: V. Action Items
Item: H. Approval of 2023-24 Employee Handbook
Purpose: Vote
Submitted by:
Related Material: V_H_MPS Employee Handbook for 2023-24.pdf



Agenda Item:	V H: Action Item
Date:	June 22, 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:	Approval of the MPS Employee Handbook for 2023-24

1. **Action Proposed:**

I move that the Board approve the MPS Employee Handbook for 2023-24 School Year.

2. **Background**

The Magnolia Public Schools (“MPS”) Employee Handbook is revised before every school year to make sure all the new laws, codes and regulations are properly reflected in our handbook.

3. **Analysis:**

Throughout the 2022-23 school year we closely monitored the handbook and held open communication channels with school leaders and the home office for any feedback to improve our handbook. We also are closely working with our employment law attorneys to make sure MPS makes sure about being compliant on all labor matters.

4. **Budget Implications:**

N/A.

5. **Exhibits:**

- The MPS Employee Handbook for 2023-24 with highlighted track changes
- The spreadsheet showing all the changes.

CHANGES MADE TO THE 2022-23 HANDBOOK & REVISIONS & CONTRIBUTIONS (X= WAS NOT AVAILABLE)				
ITEM	PAGE #	TYPE of REVISION	22-23 MPS EMPLOYEE HANDBOOK (CURRENT)	23-24 MPS EMPLOYEE HANDBOOK (UPCOMING SCHOOL YEAR)
1	2	Add	<ul style="list-style-type: none"> Sex stereotype (including an assumption about a person's appearance or behavior, gender roles, gender expression, or gender identity, or about an individual's ability or inability to perform certain kinds of work based on a myth, social expectation, or generalization about the individual's sex); 	<ul style="list-style-type: none"> Sex stereotype (including reproductive health decision making, an assumption about a person's appearance or behavior, gender roles, gender expression, or gender identity, or about an individual's ability or inability to perform certain kinds of work based on a myth, social expectation, or generalization about the individual's sex);
2	4	Change	All employees of the School must submit written proof from a health care provider of a risk assessment examination for tuberculosis (TB) within the last sixty (60) days. If TB risk factors are identified, a physician must conduct an examination to determine whether the employee is free of infectious	All prospective employees and continuing employees must provide proof of clearance from active tuberculosis (TB) from a healthcare provider. Applicants must provide proof in the form of a clear TB test, skin test, or chest x-ray of the lungs. Returning employees of the School may submit a Risk Assessment Form signed off on by their healthcare provider, or any of the options approved for new hire employees. However, if a Risk Assessment Form is used by the employee and TB risk factors are identified, a physician must conduct an examination to determine whether the employee is free of infectious TB.
3	4	Add	The TB risk assessment and, if indicated, the examination is a condition of initial employment with the School.	The TB risk assessment and, if indicated, the examination is a condition of initial and continuing employment with the School.
4	4	Delete	The employee will not be required to submit a new TB exam if the employee can produce a current certificate showing they were found free of infectious tuberculosis within sixty (60) days of initial hire, or a California school previously employing the employee verifies it has a current certificate on file showing that the employee is free from infectious tuberculosis.	The employee will not be required to submit a new TB exam if the employee can produce a current certificate showing they were found free of infectious tuberculosis within sixty (60) days of initial hire, or a California school previously employing the employee verifies it has a current certificate on file showing that the employee is free from infectious tuberculosis.
5	8	Add	color; gender (including gender identity, gender expression, and transgender identity, whether or not the employee is transitioning or has transitioned); sex (including reproductive health decision making, pregnancy, childbirth, breastfeeding, and related medical conditions);	color; gender (including gender identity, gender expression, and transgender identity, whether or not the employee is transitioning or has transitioned); sex (including reproductive health decision making , pregnancy, childbirth, breastfeeding, and related medical conditions);
6	8	Add	Employees, volunteers, unpaid interns, individuals in apprenticeship programs, and independent contractors shall not be harassed, discriminated, or retaliated against, based upon the characteristics noted above.	Employees, volunteers, unpaid interns, individuals in apprenticeship programs, and independent contractors shall not be harassed, discriminated, or retaliated against by the School , based upon the characteristics noted above.
7	8	Add	X	These individuals are entitled to bring a complaint to the School under this policy.
8	8	Change	Supervisors and managers are to report any complaints of unlawful harassment to the Principal or designee.	Supervisors and managers are to forward any complaints of unlawful harassment to their Supervisor or designee.
9	9	Change	When MPS receives allegations of unlawful harassment, discrimination, or retaliation, the Board (if a complaint is about the CEO) or the MERF Human Resources or designee will conduct a fair, timely and thorough investigation that provides all parties an appropriate process and reaches reasonable conclusions based on the evidence collected.	When MPS receives allegations of unlawful harassment, discrimination, or retaliation, the Board (if a complaint is about the CEO), the Principal (if the complaint is about a school site employee), or the CEO or designee (if the complaint is about a Home Office employee), will review the allegations, the facts, and circumstances, and may conduct an investigation if appropriate. Any investigation must be fair, timely and thorough and provide all parties an appropriate process and reach reasonable conclusions based on the evidence collected.
10	10	Add	X	Reporting
11	10	Change	Each employee has the responsibility to maintain a workplace free from any form of sexual harassment. Consequently, should any individual, in particular those with supervisory responsibilities, become aware of any conduct that may constitute sexual harassment or other prohibited behavior, immediate action should be taken to address such conduct. Any employee who believes they have been sexually harassed or has witnessed sexual harassment is encouraged to immediately report such harassment to the Principal and/or MERF Human Resources. See Appendix A for the "Harassment / Discrimination / Retaliation Complaint Form." See Appendix B for the general "Internal Complaint Form."	Each employee has the responsibility to maintain a workplace free from any form of sexual harassment, discrimination, and retaliation. Consequently, should any individual, in particular those with supervisory responsibilities, become aware of any conduct that may constitute a violation of this policy or any other prohibited behavior, they must take immediate action to address such conduct. Any employee who believes they have been harassed, discriminated against, or retaliated against, or who has witnessed such conduct, is encouraged to immediately report it to the Principal, the CEO, or the Board, as indicated above. See Appendix A for the "Harassment / Discrimination / Retaliation Complaint Form." See Appendix B for the general "Internal Complaint Form." See the MPS website for the "Title IX Complaint Policy."
12	11	Add	All directors, officers, employees, and volunteers of the School have a responsibility to report any action or suspected action taken within the School that is illegal, unethical or violates any adopted policy of the School, or local rule or regulation.	All directors, officers, employees, and volunteers of the School have a responsibility to report any action or suspected action taken within the School that is illegal, unethical or violates any adopted policy of the School, or local rule or regulation to their direct supervisor or to the MPS HR Department if the concern is about the Supervisor. If the concern is being brought by a non-employee, it should be reported to the school site Principal.

13	11	Add	The use of drugs and alcohol by employees, whether on or off the job, jeopardizes these goals, since it adversely affects health and safety, security, productivity, and public confidence and trust.	The use of drugs and alcohol by employees, whether on or off the job, volunteers, and independent contractors , jeopardizes these goals, since it adversely affects health and safety, security, productivity, and public confidence and trust.
14	13	Add	Any act or threat of violence must be immediately reported to the Principal (or MERF Human Resources).	Any act or threat of violence must be immediately reported to the Principal for school site concerns and to the MPS HR Department for Home Office concerns.
15	15	Change	Exempt employees must respond within 1 day, and nonexempt employees must respond within 1 business day.	Exempt and nonexempt employees must respond within one (1) business day.
16	25	Change	An employee may make a written request to make up work time that is or would be lost as a result of a personal obligation.	A non-exempt employee may make a written request to make up work time that is or would be lost as a result of another scheduled absence.
17	25	Change	Nonexempt employees working at least five (5) hours are provided with a thirty (30) minute meal period,	All employees working at least five (5) hours are provided with a thirty (30) minute unpaid meal period,
18	30	Change	8)Appropriate shoes must be worn at all times.	Due to safety concern, appropriate shoes must be worn at all times. For example; flip flops are not appropriate foot wear.
19	30	Change	9)Employees may not display tattoos on their bodies. If an employee has a tattoo that is visible, it is the employee's responsibility to ensure that it is not visible during working hours.	If an employee has a tattoo that is visible, it is the employee's responsibility to ensure that it is not visible during working hours.
20	33	Change	SCHOOL HOLIDAYS 22-23	SCHOOL HOLIDAYS 23-24
21	34	Change	SCHOOL BREAKS 22-23	SCHOOL BREAKS 23-24
22	46	Change	<input type="checkbox"/> An employee on pregnancy disability leave must use all accrued paid sick leave and may use any or all accrued vacation time at the beginning of any otherwise unpaid leave period.	<input type="checkbox"/> An employee on pregnancy disability leave may use all accrued paid sick leave and may use any or all accrued vacation time at the beginning of any otherwise unpaid leave period.
23	49	Change	All MPS employees excluding temporary/seasonal employees will be allowed up to five (5) paid consecutive working days off to arrange and attend the funeral of an immediate family member.	All MPS employees excluding temporary/seasonal employees will be allowed up to five (5) paid working days off within the same school year to arrange and attend the funeral of an immediate family member.
24	57	Change	upon their separation from the School.	upon their separation from the employment.
25	57	Change	References	Employment References/Verifications
26	57	Add	X	MPS strongly advises supervisors not to provide letters of recommendation on MPS letterhead.
27	58	Change	MERF Employees	Home Office Employees
28	58	Change	The Principal (or the CEO for MERF employees) (or designee) will then investigate the facts and provide a solution or explanation;	The Principal (or the CEO for Home Office employees) (or designee) will carefully consider the facts and circumstances and may investigate the facts and provide a solution or explanation;
29	58	Change	The CEO (or designee) will then investigate the facts and provide a solution or explanation;	The CEO (or designee) will carefully consider the facts and circumstances and may investigate the facts and provide a solution or explanation;
30	59	Add	X	(if the complaint concerns the Principal and/or Home Office employees)

Magnolia Public Schools

Employee Handbook

2023-2024

Magnolia Public Schools
250 East 1st Street
STE. 1500
Los Angeles, CA 90012
213-628-3666

www.magnoliapublicschools.org

ACKNOWLEDGMENT OF RECEIPT OF EMPLOYEE HANDBOOK

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

EMPLOYEE NAME: _____

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

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

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

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

Employee's Signature: _____ Date: _____

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

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Magnolia Public Schools

The Vision

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

The Mission

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

Core Values

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

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

Locations

<i>Magnolia Science Academy-1</i>	<i>18238 Sherman Way, Reseda, CA 91335</i>	<i>(818) 609-0507</i>
<i>Magnolia Science Academy-2</i>	<i>17125 Victory Blvd., Van Nuys, CA 91406</i>	<i>(818) 758-0300</i>
<i>Magnolia Science Academy-3</i>	<i>1254 East Helmick St., Carson, CA 90746</i>	<i>(310) 637-3806</i>
<i>Magnolia Science Academy-4</i>	<i>11330 W Graham Place, Los Angeles, CA 90064</i>	<i>(310) 473-2464</i>
<i>Magnolia Science Academy-5</i>	<i>18238 Sherman Way, Reseda, CA 91335</i>	<i>(818) 705-5676</i>
<i>Magnolia Science Academy-6</i>	<i>745 S Wilton Pl, Los Angeles, CA 90005</i>	<i>(310) 842-8555</i>
<i>Magnolia Science Academy-7</i>	<i>18355 Roscoe Blvd., Northridge, CA 91325</i>	<i>(818) 221-5328</i>
<i>Magnolia Science Academy-8 (Bell)</i>	<i>6411 Orchard Ave, Bell, CA 90201</i>	<i>(323) 826-3925</i>
<i>Magnolia Science Academy-San Diego</i>	<i>6525 Estrella Ave., San Diego, CA 92120</i>	<i>(619) 644-1300</i>
<i>Magnolia Science Academy-Santa Ana</i>	<i>2840 W 1st St., Santa Ana, CA 92703</i>	<i>(714) 479-0115</i>

INTRODUCTION

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

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

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

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

CONDITIONS OF EMPLOYMENT

Equal Employment Opportunity Policy

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

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

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

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

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

At-Will Employment

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

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

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

Child Abuse and Neglect Reporting

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

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

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

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

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

Criminal Background Checks

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

Tuberculosis Testing

All prospective employees and continuing employees must provide proof of clearance from active tuberculosis (TB) from a healthcare provider. Applicants must provide proof in the form of a clear TB test, skin test, or chest x-ray of the lungs. Returning employees of the School may submit a Risk Assessment Form signed off on by their healthcare provider, or any of the options approved for new hire employees. However, if a Risk Assessment Form is used by the employee and TB risk factors are identified, a physician must conduct an examination to determine whether the employee is free of infectious TB.

The examination for TB consists of an approved TB test, which, if positive will be followed by an x-ray of the lungs, or in the absence of skin testing, an x-ray of the lungs. All employees will be required to undergo TB risk assessments and, if risk factors are found, the examination at least once every four (4) years. Volunteers may be required to undergo a TB examination as necessary. The TB risk assessment and, if indicated, the examination is a condition of initial and continuing employment with the School.

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

The employee will not be required to submit a new TB exam if the employee can produce a current certificate showing they were found free of infectious tuberculosis within sixty (60) days of initial hire. The cost of the examination required of existing and new-hire employees shall be a reimbursable expense. Employees should follow the MPS Purchase Policies & Procedures Manual while making their reimbursement requests. Employees may ask their supervisor for a copy of the MPS Purchase Policies & Procedures Manual.

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

Immigration Compliance

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

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

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

Professional Boundaries: Staff/Student Interaction Policy

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

Corporal Punishment:

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

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

For clarification purposes, the following examples are offered for direction and guidance of School personnel:

Examples of PERMITTED actions (NOT corporal punishment):

- Restraining a student from fighting with another student;
- Preventing a pupil from committing an act of vandalism;
- Defending yourself from physical injury or assault by a student;
- Forcing a pupil to give up a weapon or dangerous object;
- Requiring an athletic team to participate in strenuous physical training activities designed to strengthen or condition team members or improve their coordination, agility, or physical skills;
- Engaging in group calisthenics, team drills, or other physical education or voluntary recreational activities.

Examples of PROHIBITED actions (corporal punishment):

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

Acceptable and Unacceptable Staff/Student Behavior:

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

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

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

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

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

Duty to Report Suspected Misconduct

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

Examples of Specific Behaviors

The following examples are not an exhaustive list:

Unacceptable Staff/Student Behaviors (Violations of this Policy):

- Giving gifts to an individual student that are of a personal and intimate nature;
- Kissing of any kind;
- Any type of unnecessary physical contact with a student in a private situation;
- Intentionally being alone with a student away from the school;
- Making or participating in sexually inappropriate comments;
- Sexual jokes;
- Seeking emotional involvement with a student for your benefit;
- Listening to or telling stories that are sexually oriented;
- Discussing inappropriate personal troubles or intimate issues with a student in an attempt to gain their support and understanding;
- Becoming involved with a student so that a reasonable person may suspect inappropriate behavior;
- Insulting students, calling students names, using swear words, or making intimidating gestures or comments.

Unacceptable Staff/Student Behaviors without Parent and Supervisor Permission:

(These behaviors should only be exercised when a staff member has parent and supervisor permission.)

- Giving students a ride to/from school or school activities;
- Being alone in a room with a student at school with the door closed;
- Allowing students in your home.

Cautionary Staff/Student Behaviors:

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

- Remarks about the physical attributes or development of anyone;
- Excessive attention toward a particular student;
- Sending emails, text messages or letters to students if the content is not about school activities.

Acceptable and Recommended Staff/Student Behaviors:

- Getting parents' written consent for any after-school activity;
- Obtaining formal approval to take students off school property for activities such as field trips or competitions;
- Emails, text, phone and instant messages to students must be very professional and pertaining to school activities or classes (Communication should be limited to school technology);
- Keeping the door open when alone with a student;
- Keeping reasonable space between you and your students;
- Stopping and correcting students if they cross your own personal boundaries;
- Keeping parents informed when a significant issue develops about a student;
- Keeping after-class discussions with a student professional and brief;
- Asking for advice from fellow staff or administrators if you find yourself in a difficult situation related to boundaries;
- Involving your supervisor if a conflict arises with a student;
- Informing the Superintendent about situations that have the potential to become more severe;
- Making detailed notes about an incident that could evolve into a more serious situation later;

- Recognizing the responsibility to stop unacceptable behavior of students or coworkers;
- Asking another staff member to be present if you will be alone with any type of special needs student;
- Asking another staff member to be present when you must be alone with a student after regular school hours;
- Giving students praise and recognition without touching them;
- Pats on the back, high fives and handshakes are acceptable;
- Keeping your professional conduct, a high priority.

Certification and Licensure of Instructional Staff

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

Policy Prohibiting Unlawful Harassment, Discrimination and Retaliation

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

Employees, volunteers, unpaid interns, individuals in apprenticeship programs, and independent contractors shall not be harassed, discriminated, or retaliated against **by the School**, based upon the characteristics noted above. **These individuals are entitled to bring a complaint to the School under this policy.**

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

When MPS receives allegations of unlawful harassment, discrimination, or retaliation, the Board (if a complaint is about the CEO), the Principal (if the complaint is about a school site employee), or the CEO or designee (if the complaint is about a Home Office employee), will review the allegations, the facts, and circumstances, and may conduct an investigation if appropriate. Any investigation must be fair, timely and thorough and provide all parties an appropriate process and reach reasonable conclusions based on the evidence collected. The investigation will be handled in as confidential a manner as possible, although complete confidentiality cannot be guaranteed. Complainants and witnesses shall not be subject to retaliation for making complaints in good faith or participating in an investigation. MPS is committed to remediating any instances where investigation findings demonstrate unlawful harassment, discrimination, or retaliation has occurred.

Prohibited Unlawful Harassment

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

Prohibited Unlawful Sexual Harassment

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

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

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

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

person's work performance. Supervisors shall also be trained on how to appropriately respond when the supervisor becomes aware that an employee is the target of unlawful harassment. Other staff will receive sexual harassment prevention training as required by law.

Sexual harassment may include, but is not limited to:

- Physical assaults of a sexual nature, such as:
 - Rape, sexual battery, molestation or attempts to commit these assaults and
 - Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, or poking another's body.
- Unwanted sexual advances, propositions or other sexual comments, such as:
 - Sexually oriented gestures, notices, remarks, jokes, or comments about a person's sexuality or sexual experience.
 - Preferential treatment or promises of preferential treatment to an employee for submitting to sexual conduct, including soliciting or attempting to solicit any employee to engage in sexual activity for compensation or reward or disparate treatment for rejecting sexual conduct.
 - Subjecting or threats of subjecting an employee to unwelcome sexual attention or conduct or intentionally making performance of the employee's job more difficult because of the employee's sex.
- Sexual or discriminatory displays or publications anywhere at the workplace by employees, such as:
 - Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing to work or possessing any such material to read, display or view at work;
 - Reading publicly or otherwise publicizing in the work environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic; and
 - Displaying signs or other materials purporting to segregate an employee by sex in an area of the workplace (other than restrooms or similar rooms).

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

Reporting

Each employee has the responsibility to maintain a workplace free from any form of sexual harassment, discrimination, and retaliation. Consequently, should any individual, in particular those with supervisory responsibilities, become aware of any conduct that may constitute a violation of this policy or any other prohibited behavior, they must take immediate action to address such conduct. Any employee who believes they have been harassed, discriminated against, or retaliated against, or who has witnessed such conduct, is encouraged to immediately report it to the Principal, the CEO, or the Board, as indicated above. See **Appendix A** for the “Harassment / Discrimination / Retaliation Complaint Form.” See **Appendix B** for the general “Internal Complaint Form.” See the MPS website for the “Title IX Complaint Policy.”

Whistleblower Policy

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

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

Drug- and Alcohol-Free Workplace

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

The bringing to the workplace, possession or use of intoxicating beverages or drugs on any School

premises or during the performance of work duties is prohibited and will result in disciplinary action up to and including termination.

Confidential Information

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

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

Conflict of Interest

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

Relationships between Employees

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

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

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

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

No Smoking

All School buildings and facilities are non-smoking facilities.

GENERAL WORKPLACE POLICIES

Workplace Violence

The School takes the safety and security of its employees seriously. The School does not tolerate acts or threats of physical violence, including but not limited to intimidation, harassment and/or coercion, that involve or affect the School or that occur, or are likely to occur, on School property. Any act or threat of violence must be immediately reported to **the Principal for school site concerns and to the MPS HR Department for Home Office concerns.**

Health, Safety and Security Policies

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

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

Security Protocols

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

Occupational Safety

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

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

be reported immediately.

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

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

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

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

Accident/Incident Reporting

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

Reporting Fires and Emergencies

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

School Property Inspections

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

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

Soliciting/Conducting Personal Business While on Duty

Employees are not permitted to conduct personal business or solicit personal business for any cause or organization while on-duty, or when the employee being solicited is supposed to be working. This prohibition includes distributing literature and other material. Distribution of materials is also against

the School's policy if it interferes with access to facility premises, if it results in litter, or if it is conducted in areas where other employees are working. Solicitation during non-work time, e.g., paid breaks, lunch periods or other such non-work periods, is permissible. Entry on the School premises by non-employees is not permitted, unless related to official School business. Solicitation or distribution of written materials by non-employees is strictly prohibited.

Use of School Communication Equipment and Technology

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

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

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

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

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

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

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

Telework Policy

Purpose

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

Definition

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

General Requirements

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

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

Eligibility Considerations

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

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

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

Supervisor Responsibilities

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

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

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

Communication And Accessibility

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

Safety

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

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

Supplies, Equipment, And Furniture

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

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

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

Reimbursement

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

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

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

Information Security And Confidentiality

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

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

Performance Standards

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

Professional Boundaries

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

Evaluation & Duration

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

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

Use of Personal Property

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

The employee may be subject to discipline for a violation of this policy. The School will not be liable for lost, stolen or damaged person property items, and such items are brought in at the employee's own risk.

Security Cameras on Campus

MPS has authorized the use of security cameras in public areas where there is no reasonable expectation of privacy, including in and around School buildings and on School property. The purpose of this program is to promote and maintain a safe, secure, and healthy environment for students and staff, and to protect the community's investment in School owned or leased property and facilities.

Public areas may include school buses, building entrances, hallways, parking lots, front offices where students, employees, and parents come and go, break rooms, gymnasiums during public activities, cafeterias, and supply rooms. Private areas of campus, such as private employee offices (unless consent by the office owner is given), restrooms, and locker rooms will not be subject to security camera recording. Additionally, MPS will post signage indicating the areas of campus where security cameras are in use.

The precise location of security cameras shall be determined by MPS or by the School-site principal with the approval of the CEO. Input from employees may be sought to determine the most beneficial locations for security cameras. A diagram showing the wiring of the local server for the security cameras at the school sites shall be shared with the Board prior to the installation of the security monitoring system.

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

Under no circumstances will employees make unauthorized copies or duplicates of security camera footage.

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

Social Media

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

- School equipment, including its computers and electronics systems, may not be used for these purposes;
- Employees may not use or post images of students or student information or work;
- Student and employee confidentiality policies must be adhered to;
- Employees must make clear that the views expressed in their blogs are their own and not those

of the School;

- Employees may not use the School's logos, trademarks and/or copyrighted material and are not authorized to speak on the School's behalf;
- Employees are not authorized to publish any confidential information maintained by the School;
- Employees are prohibited from making discriminatory, defamatory, libelous or slanderous comments when discussing the School, the employee's supervisors, co-workers and competitors;
- Employees must comply with all School policies, including, but not limited to, rules against sexual harassment and retaliation.

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

Personnel Files and Record Keeping Protocols

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

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

Intellectual Property Rights

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

Media Contacts

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

HOURS OF WORK, OVERTIME AND ATTENDANCE

Employee Classifications

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

Classification Type	Definition	Eligible Benefits
Full-Time Salaried	Employed on a regularly scheduled 30+ hours per week basis for a non-specified period.	<ul style="list-style-type: none"> - STRS/PERS/401K Retirement Plan - Personal Necessity/Sick Leave/Floating Holiday - 100% Health Benefits Coverage (including family members) - Life insurance Plan - Vacation Hours (12-months employees only) - Tuition Reimbursement Program
Full-Time Hourly	Employed on a regularly scheduled 30+ hours per week basis for a non-specified period.	<ul style="list-style-type: none"> - STRS/PERS/401K Retirement Plan - Personal Necessity/Sick Leave Hours/Floating Holiday - 100% Health Benefits Coverage (including family members) - Life insurance Plan - Vacation Hours (12-months employees only) - Tuition Reimbursement
Part-Time Hourly	Employed on a regularly scheduled basis of 20.00 to 29.99 hours per week for a non-specified time.	<ul style="list-style-type: none"> - STRS/PERS - Sick Leave
Part-Time Hourly	Employed on a regularly scheduled basis of 19.99 or less hours per week for a non-specified time.	<ul style="list-style-type: none"> - Sick Leave - Not eligible for any other benefits
Temporary/Seasonal Full-Time	Employed on a regularly scheduled basis of 30+ hour per workweek for a finite period of time (though they are still at-will employees).	<ul style="list-style-type: none"> - Sick Leave - Some full-time temporary and seasonal employees may also be eligible for employer-sponsored health benefits, as required by law.
Temporary/Seasonal Part-Time	Employed on a regularly scheduled basis of 29 or less hours per week for a finite period of time (though they are still at-will employees).	<ul style="list-style-type: none"> - While this position may be eligible for Sick Leave, it is not eligible for any benefits.
Independent Contractor	Independent Contractors are non-employees.	Not eligible for any benefits.

Work Hours and Schedules

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

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

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

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

- Employees may have to work hours beyond their normal schedules as work demands require.
- Hourly employees will only be paid for the hours actually worked unless accrued paid leave is used or during a paid holiday for eligible employees.
- Employees are expected to attend weekly staff meetings and other mandatory training and meetings.
- Full-time teachers may be required to supplement regular curricular activities through after school programs, including tutoring and clubs. Each full-time teacher is expected to offer at least two after school programs per week.
- As directed by the **Principal**, employees may be required to conduct home visits to develop a positive school-home relationship that supports student achievement.
- As directed by the **Principal**, employees may also be required to attend school events and activities, including but not limited to, parent conferences, student/parent orientation, back-to-school nights, parent/community meetings, and any other school events and activities that occur during or outside of the normal school day, as indicated in the work year calendar. This required work is distinguishable from the employee's involvement in non-work volunteer activities, which are not required by the employee's employment.
- Employees are expected to perform other duties as requested by their **direct supervisor**.

Overtime

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

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

Make Up Time

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

Wage Attachments and Garnishments

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

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

Meal and Rest Periods

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

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

Lactation Accommodation

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

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

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

Pay Days

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

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

Payroll Withholdings

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

Federal Income Tax Withholding: The amount varies with the number of exemptions the employee claims and the gross pay amount.

State Income Tax Withholding: The amount varies with the number of exemptions the employee claims and the gross pay amount.

Social Security (FICA): The Federal Insurance Contribution Act requires that a certain percentage of employee earnings be deducted and forwarded to the federal government, together with an equal amount contributed by the School.

State Disability Insurance (SDI): This state fund is used to provide benefits to those out of work because of illness or disability.

Employees may also have deductions made to their paychecks when a wage overpayment occurs. The School may require the employee to reimburse an overpayment through a mutually agreeable method, including through cash repayment or a deduction of the employee's payroll check, among other options. An employee who is separated from employment before full repayment of the overpayment amount shall have any remaining amounts withheld from their final check. The School also reserves the right to exercise any and all other legal means to recover any additional amounts owed. The School shall provide employees with advance written notice of the deduction prior to the pay period where it will go into effect.

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

Employees may change the number of withholding allowances claimed for Federal Income Tax purposes at any time by filling out a new W-4 form and submitting it to **the Principal (or MERF Human Resources**

for MERF employees) and by updating the Human Resources Information System Employee Self Service Portal. The Human Resources Department also maintains a supply of forms.

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

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

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

Salary Compensation for Partial Pay Period

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

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

Pay Rate Schedule

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

Attendance Policy

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

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

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

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

Timecards and Records

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

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

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

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

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

Mandatory Training and Meetings

Employees may be required to attend online/onsite trainings, lectures and meetings outside of regular working hours. All teaching staff and school administrators are required to attend summer in-services, weekly staff meetings, and other mandatory training and meetings as directed by the **Principal**.

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

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

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

Expense Reimbursements

The School may reimburse employees for certain reasonably necessary expenses incurred in the furtherance of School business, including, but not limited to, fingerprint processing fees, TB test fees, First Aid & CPR fees, fees of exams that lead to professional certification (CSET, CBEST, RICA, CTEL, CLAD, CPACE, etc.,) and other approved School business and profession related expenses. During the on-boarding process for a new-hire, fingerprint processing fees and TB test fees may be reimbursed up to 2 (two) fees upon the supervisor and/or the HR Department's request and approval. Credential fees, university entrance exam fees, and US Constitution exam fees are not reimbursable. Please refer to the MPS Tuition Reimbursement policy for professional development opportunities and certification programs reimbursed by the School.

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

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

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

STANDARDS OF CONDUCT

Personal Appearance/Standards of Dress

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

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

- 1) Clothing and jewelry must be safe and appropriate to the educational environment. All clothing must be clean and in good repair. Slits or tears in pants or other articles of clothing are not permitted except for modest slits in women's dresses or skirts that are no higher than three (3) inches above the knee.
- 2) Head coverings, including hats of any kind, except those worn for religious or safety reasons, are not to be worn inside school buildings including assemblies, classrooms, labs and offices. Hats may be worn outside for sun protection. All hats are to be removed upon entering school buildings. For exceptions to this policy, prior approval must be granted by the Principal.
- 3) Slacks and shorts are to be worn on the waist with no portion of an undergarment showing. Shorts should be modest in length and should be no higher than three (3) inches above the knee.
- 4) Skirts and dresses should be no higher than three (3) inches above the knee.
- 5) All tops must be appropriate to the work environment, and should be clean, neat, and provide proper coverage.
- 6) For safety purposes, earrings must not dangle more than one (1) inch below the ear.
- 7) Clothing or jewelry with logos that depict and/or promote gangs, drugs, alcohol, tobacco, sex, violence, illegal activities, profanity, or obscenity are not permitted.
- 8) Due to safety concern, appropriate shoes must be worn at all times. For example; flip flops are not appropriate foot wear.
- 9) If an employee has a tattoo that is visible, it is the employee's responsibility to ensure that it is not visible during working hours.
- 10) Supervisors will inform employees of any specific dress requirements for their position.

Prohibited Conduct

The School expects that all employees will conduct themselves in a professional and courteous manner while on duty. Employees engaging in misconduct will be subject to disciplinary action up to and including termination of employment. The following is a list of conduct that is prohibited by the School. This list is not exhaustive and is intended only to provide examples of the type of conduct that will not

be tolerated by the School. The specification of this list of conduct in no way alters the employment relationship the employee has with the School.

- Insubordination - refusing to perform a task or duty assigned or act in accordance with instructions provided by the School;
- Unprofessional conduct.
- Inefficiency - including deliberate restriction of output, carelessness or unnecessary wastes of time or material, neglect of job, duties or responsibilities;
- Unacceptable job performance;
- Improper use or release of confidential information without authorization;
- Unexcused/unreported absence and/or lack of punctuality;
- Improper use of sick leave;
- Working unauthorized overtime or refusing to work assigned overtime;
- Misuse of School property or funds;
- Improper use of School equipment, materials, time or property;
- Damaging, defacing, unauthorized removal, destruction or theft of another employee's property or of School property.
- Failure to maintain a required license, certification or permit current and in good standing;
- Horseplay or other unnecessary or inappropriate physical contact;
- Sleeping or malingering on the job;
- Refusal to communicate with students, parents, supervisors, or other employees;
- Conducting personal business during business hours and/or unauthorized use of School property for non-School reasons;
- Posting any notices on School premises without prior written approval of management unless posting is on a School bulletin board designated for employee postings and is otherwise non-offensive and appropriate for the workplace;
- Unauthorized soliciting, collecting of contributions, distribution of literature, written or printed matter, is strictly prohibited on School property by non-employees and by employees. This rule does not cover periods of time when employees are off their jobs such as lunch periods and break times. However, employees properly off their jobs are prohibited from such activity with other employees who are performing their work tasks;
- Failure to comply with the School's safety procedures;
- Failure to report a job-related accident to the employee's manager or failure to take or follow prescribed tests, procedures or treatment;
- Immoral or indecent conduct;
- Fighting or instigating a fight on School premises;
- Gambling on school premises;
- Use of profane, abusive or threatening language in conversations with other employees and/or intimidating or interfering with other employees;
- Possession of alcohol or illegal drugs and controlled substances at work, or reporting to work while under the influence of the same;
- Dishonesty;
- Falsification, fraud or omission of pertinent information when applying for a position;
- Recording the work time of any other employee, or allowing any other employee to record time on your time record or falsifying any time record;
- Theft or embezzlement;
- Willful destruction of School property;
- Conviction of a crime making the employee unfit for the position, or failure to report a criminal charge or conviction to the School;

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

Off-Duty Conduct

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

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

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

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

EMPLOYEE BENEFITS

Holidays and Vacations

School Holidays

The School recognizes the following holidays. All exempt and nonexempt **full-time** employees will receive the following paid holidays in **2023-2024**:

<u>School Holidays</u>	<u>Dates</u>
Independence Day	July 4, 2023 (Tuesday) (for 12month employees)
Labor Day	September 4, 2023 (Monday)
Veterans Day	November 10, 2023 (Friday)
Thanksgiving Day*	November 24, 2023 (Friday)
Day after Thanksgiving*	November 23, 2023 (Thursday)
Christmas Holiday**	December 25, 2023 (Monday)
Winter Break Holiday**	December 26, 2023 (Tuesday)
Winter Break Holiday**	December 27, 2023 (Wednesday)
New Year's Holiday**	December 29, 2023 (Friday)
New Year's Holiday**	January 1, 2024 (Monday)
M. L. King Day	January 15, 2024 (Monday)
Presidents' Day	February 16, 2024 (Friday) (Only MSA-SA & MSA-SD) February 19, 2024 (Monday) (All MPS)
Cesar Chavez Day	April 1, 2024 (Monday) (All MPS except San Diego)
Spring Break Holiday***	March 27, 2024 (Wednesday) (Only MSA1 to 8) April 3, 2024 (Wednesday) (Only MSA-SA & SD)
Spring Break Holiday***	March 28, 2024 (Thursday) (Only MSA1 to 8) April 4, 2024 (Thursday) (Only MSA-SA & SD)
Memorial Day	May 27, 2024 (Monday)
Juneteenth Holiday	June 19, 2024 (Wednesday)

* Falls during Thanksgiving Break

** Falls during Winter Break

*** Falls during Spring Break

School Breaks

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

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

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

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

SCHOOL BREAKS	DATES
Full-time teaching staff:	
Thanksgiving Break	November 20 (Mon)-24 (Fri), 2023 (All MPS Schools & HO)
Winter Break	December 18, 2023 (Mon) – December 29, 2023 (Fri) (For MSA-SD) December 18, 2023 (Mon) – January 5, 2024 (Fri) (For MSA1-8 &SA)
Spring Break	March 25 (Mon)-29 (Fri), 2024 (For MSA1-8) April 1 (Mon)-5 (Fri), 2024 (For MSA-SA & MSA-SD)
School administrators, classified exempt 12 month employees, and MERF employees:	
Thanksgiving Break	November 22 (Wed)-24 (Fri), 2023 (All MPS Schools a& HO)
Winter Break	December 20, 2023 (Wed) – December 29, 2023 (Fri) (For MSA-SD) December 20, 2023 (Wed) – January 5, 2024 (Fri) (For MSA1-8 & SA & HO)
Spring Break	March 27 (Wed)-29 (Fri), 2024 (For MSA1-8 & HO) April 3 (Wed)-5 (Fri), 2024 (For MSA-SA & MSA-SD)

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

Floating Holidays

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

Vacation

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

All **full-time 12 month** employees accrue vacation from the date of hire at the following accrual rates:

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

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

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

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

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

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

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

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

Sick Leave

To help prevent loss of earnings that may be caused by accident or illness, or by other emergencies, MPS offers paid sick leave to its employees. Sick leave may be taken to receive preventive care (including annual physicals or flu shots) or to diagnose, treat, or care for an existing health condition. Additionally,

employees may use sick leave during public health emergencies resulting in the closure of MPS, the employee’s child care provider, or the school of the employee’s child. Employees may also use sick leave to assist a family member (i.e., children, parents, spouses/domestic partners, grandparents, grandchildren, siblings), or a designated person (i.e. one who is related to the employee by blood or whose association with the employee is the equivalent of a family relationship) who must receive preventative care or a diagnosis, treatment, or care for an existing health condition. Employees limited to one (1) designated person per twelve (12) month period. Employees may also take paid sick leave to receive medical care or other assistance to address instances of domestic violence, sexual assault, or stalking.

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

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

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

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

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

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

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

Personal Necessity Leave:

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

- Death or serious illness of a member of his/her immediate family (this is in addition to normal bereavement leave);
- Accident involving his/her person or property or the person or property of a member of his/her immediate family;
- Appearance in court as a litigant, or as a witness under official order;
- Adoption of a child;
- The birth of a child making it necessary for an employee who is the parent of the child to be absent from his/her position during the work hours;
- Business matters which cannot reasonably be conducted outside the workday.

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

MERF Offered Benefits Chart

	Full-Time						Part-Time (20- 29.99hr/week)	Part-Time (less than 20hr/week)	Temporary/Seasonal			
Status	School Admin Home Office	Classified				Teacher		Classified		Teacher/Classified		
Duration	12- Month	12-Month		11-Month		11-Month		Part-Time		Part- Time	Full-Time	
Salary Type	Salaried	Salaried	Hourly	Salaried	Hourly	Salaried	Hourly	Hourly		Hourly	Salaried	Hourly
Bereavement Hours	40	40	40	40	40	40	40	40	40	40 (Unpaid)	(40 Unpaid)	(40 Unpaid)
Floating Hours	16	16	16	16	16	16	16	NO	NO	NO	NO	NO
Sick Hours	80	80	80	80	80	80	80	48	48	1 hr per 30 hours worked	1 hr per 30 hours worked	1 hr per 30 hours worked
Vacation Hours	160	120	120	NO	NO	NO	NO	NO	NO	NO	NO	NO
Health Benefits (Health, Dental, Vision)	YES	YES	YES	YES	YES	YES	YES	NO	NO	NO	✧	✧
Retirement (STRS, PERS or 401K)	YES	YES	YES	YES	YES	YES	YES	YES	NO	NO	NO	NO

Tuition Reimbursement (BTSA, Master's, Ph.D.)	YES	NO	NO	NO	NO	NO						
Paid Time Off (Fall, Spring, Winter Breaks)	YES	NO	NO	NO	NO	NO						

✦ Temporary/seasonal employees may be eligible for health benefits and sick leave depending on the length of the assignment and the hours worked, as specified in the Health Benefits section and Paid Sick Leave section of this Handbook.

INSURANCE BENEFITS

Health Insurance

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

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

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

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

When Coverage Starts

Subject to health insurance carrier approval, employee coverage will begin on the first day of employment or if hired mid-month it will start on the first day of the next month. The employee is responsible for logging into MPS’s Human Resources Information System and properly enrolling in any selected plans within the first thirty (30) days of their start date.

Disability Insurance

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

Family Leave Insurance

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

Life Insurance

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

Workers' Compensation Insurance

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

COBRA Benefits

Continuation of Benefits:

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

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

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

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

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

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

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

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

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

There are certain circumstances under which coverage will end automatically. This happens if:

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

LEAVES OF ABSENCE

Family Care and Medical Leave

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

Employee Eligibility Criteria:

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

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

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

- To care for the employee’s newborn child or a child placed with the employee for adoption or foster care. Leaves for this purpose must conclude twelve (12) months after the birth, adoption, or placement. If both parents are employed by the School, they each will be entitled to a separate twelve (12) weeks of leave for this purpose, which cannot be loaned or otherwise assigned from one employee to the other.
- Because of the employee’s own serious health condition (including a serious health condition resulting from an on-the-job illness or injury) that makes the employee unable to perform any one or more of the essential functions of his or her job (other than a disability caused by pregnancy, childbirth, or related medical conditions, which is covered by the School’s separate pregnancy disability policy);
 - a. A “serious health condition” is an illness, injury (including, but not limited to on-the-job injuries), impairment, or physical or mental condition of the employee or a child, parent, or spouse of the employee that involves either inpatient care or continuing treatment, including, but not limited to, treatment for substance abuse.
 - b. “Inpatient care” means a stay in a hospital, hospice, or residential health care facility, any subsequent treatment in connection with such inpatient care, or any period of incapacity. A person is considered an “inpatient” when a health care facility formally admits him/her to the facility with the expectation that he/she will remain at least overnight and occupy a bed, even if it later develops that such person can be discharged or transferred to another facility and does not actually remain overnight.
 - c. “Incapacity” means the inability to work, attend school, or perform other regular daily activities due to a serious health condition, its treatment, or the recovery that it requires.

- d. "Continuing treatment" means ongoing medical treatment or supervision by a health care provider.
- To care for a spouse, domestic partner, child, or parent with a serious health condition. A qualifying family member may also include a parent-in-law, grandparent, grandchild, sibling, or designated person for CFRA purposes. "Designated person" refers to any individual related by blood or whose association with the employee is the equivalent to a family relationship.
 - When an employee is providing care to a spouse, son, daughter, parent, or next of kin who is a covered Armed Forces service member with a serious injury or illness, the employee may take a maximum of twenty-six (26) weeks of additional FMLA leave in a single twelve (12) month period to provide said care. CFRA does not provide leave specific to caring for a service member.
 - For any "qualifying exigency" because the employee is the spouse, son, daughter, or parent of an individual on active military duty, or an individual notified of an impending call or order to active duty, in the Armed Forces. For CFRA purposes, this may also include a domestic partner.

Amount of FMLA/CFRA Leave Which May Be Taken:

- FMLA/CFRA leave can be taken in one (1) or more periods, but may not exceed twelve (12) workweeks total for any purpose in any twelve (12) month period, as described below, for any one, or combination of the above-described situations. "Twelve workweeks" means the equivalent of twelve (12) of the employee's normally scheduled workweeks. For a full-time employee who works five (5) eight-hour days per week, "twelve workweeks" means sixty (60) working and/or paid eight (8) hour days.
- In addition to the twelve (12) workweeks of FMLA/CFRA leave that may be taken, an employee who is the spouse, son, daughter, parent, or next of kin of a covered Armed Forces service member may also be entitled to a total of twenty-six (26) workweeks of FMLA leave during a twelve (12) month period to care for the service member.
- The "twelve-month period" in which twelve (12) weeks of FMLA and CFRA leave may be taken is the twelve (12) month period immediately preceding the commencement of any FMLA/CFRA leave.
- If a holiday falls within a week taken as FMLA/CFRA leave, the week is nevertheless counted as a week of FMLA/CFRA leave. If, however, the School's business activity has temporarily ceased for some reason and employees are generally not expected to report for work for one or more weeks, such as the Winter Break, Spring Break, or Summer Vacation, the days the School's activities have ceased do not count against the employee's FMLA or CFRA leave entitlement. Similarly, if an employee uses FMLA/CFRA leave in increments of less than one (1) week, the fact that a holiday may occur within a week in which an employee partially takes leave does not count against the employee's leave entitlement unless the employee was otherwise scheduled and expected to work during the holiday.

Pay during FMLA/CFRA Leave:

- An employee on FMLA/CFRA leave because of his/her own serious health condition may use all accrued paid sick leave at the beginning of any otherwise unpaid FMLA/CFRA leave period. If an

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

- An employee on FMLA/CFRA leave for baby-bonding or to care for a qualifying family member with a serious health condition may use any or all accrued sick leave at the beginning of any otherwise unpaid FMLA/CFRA leave.
- If an employee has exhausted his/her sick leave, leave taken under FMLA/CFRA shall be unpaid leave.
- The receipt of sick leave pay or State Disability Insurance benefits will not extend the length of the FMLA or CFRA leave. Sick pay accrues during any period of unpaid FMLA or CFRA leave only until the end of the month in which unpaid leave began.

Health Benefits:

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

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

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

- The employee fails to return from leave after the period of leave to which the employee is entitled has expired. An employee is deemed to have "failed to return from leave" if he/she works less than thirty (30) days after returning from FMLA/CFRA leave; and
- The employee's failure to return from leave is for a reason other than the continuation, recurrence, or onset of a serious health condition that entitles the employee to FMLA/CFRA leave, or other circumstances beyond the control of the employee.

Seniority:

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

Medical Certifications:

- An employee requesting FMLA/CFRA leave because of his/her own or a relative's serious health condition must provide medical certification from the appropriate health care provider on a form supplied by the School. Absent extenuating circumstances, failure to provide the required certification in a timely manner (within fifteen (15) days of the School's request for certification) may result in denial of the leave request until such certification is provided.
- The School will notify the employee in writing if the certification is incomplete or insufficient, and will advise the employee what additional information is necessary in order to make the certification complete and sufficient. The School may contact the employee's health care provider to authenticate a certification as needed.
- If the School has reason to doubt the medical certification supporting a leave because of the employee's own serious health condition, the School may request a second opinion by a health care provider of its choice (paid for by the School). If the second opinion differs from the first one, the School will pay for a third, mutually agreeable, health care provider to provide a final and binding opinion.
- Recertifications are required if leave is sought after expiration of the time estimated by the health care provider. Failure to submit required recertifications can result in termination of the leave.

Procedures for Requesting and Scheduling FMLA/CFRA Leave:

- An employee should request FMLA/CFRA leave by completing a Request for Leave form and submitting it to **the Principal (or MERF Human Resources for MERF employees)**. An employee asking for a Request for Leave form will be given a copy of the School's then-current FMLA/CFRA leave policy.
- Employees should provide not less than thirty (30) days' notice for foreseeable childbirth, placement, or any planned medical treatment for the employee or his/her qualifying family member. Failure to provide such notice is grounds for denial of a leave request, except if the need for FMLA/CFRA leave was an emergency or was otherwise unforeseeable.
- Where possible, employees must make a reasonable effort to schedule foreseeable planned medical treatments so as not to unduly disrupt the School's operations.
- If FMLA/CFRA leave is taken because of the employee's own serious health condition or the serious health condition of the employee's qualifying family member, the leave may be taken intermittently or on a reduced leave schedule when medically necessary, as determined by the health care provider of the person with the serious health condition.
- If FMLA/CFRA leave is taken because of the birth of the employee's child or the placement of a child with the employee for adoption or foster care, the minimum duration of leave is two (2) weeks, except that the School will grant a request for FMLA/CFRA leave for this purpose of at least one day but less than two (2) weeks' duration on any two (2) occasions.
- If an employee needs intermittent leave or leave on a reduced leave schedule that is foreseeable based on planned medical treatment for the employee or a family member, the employee may

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

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

Return to Work:

- Upon timely return at the expiration of the FMLA/CFRA leave period, an employee is entitled to the same or a comparable position with the same or similar duties and virtually identical pay, benefits, and other terms and conditions of employment unless the same position and any comparable position(s) have ceased to exist because of legitimate business reasons unrelated to the employee's FMLA/CFRA leave.
- When a request for FMLA/CFRA leave is granted to an employee, the School will give the employee a written guarantee of reinstatement at the termination of the leave (with the limitations explained above).
- Before an employee will be permitted to return from FMLA/CFRA leave taken because of his/her own serious health condition, the employee must obtain a certification from his/her health care provider that he/she is able to resume work.
- If an employee can return to work with limitations, the School will evaluate those limitations and, if possible, will accommodate the employee as required by law. If accommodation cannot be made, the employee will be medically separated from the School.

Employment during Leave:

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

Pregnancy Disability Leave

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

Employee Eligibility Criteria:

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

Events That May Entitle an Employee to Pregnancy Disability Leave:

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

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

Duration of Pregnancy Disability Leave:

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

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

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

Pay During Pregnancy Disability Leave:

- An employee on pregnancy disability leave **may** use all accrued paid sick leave and may use any or all accrued vacation time at the beginning of any otherwise unpaid leave period.
- The receipt of vacation pay, sick leave pay, or state disability insurance benefits, will not extend the length of pregnancy disability leave.
- Vacation and sick pay accrues during any period of unpaid pregnancy disability leave only until the end of the month in which the unpaid leave began.

Health Benefits:

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

- The employee fails to return from leave after the designated leave period expires.
- The employee's failure to return from leave is for a reason other than the following:
 - The employee is taking leave under the California Family Rights Act.
 - There is a continuation, recurrence or onset of a health condition that entitles the employee to pregnancy disability leave.
 - There is a non-pregnancy related medical condition requiring further leave.
 - Any other circumstance beyond the control of the employee.

Seniority:

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

Medical Certifications:

- An employee requesting a pregnancy disability leave must provide medical certification from her healthcare provider on a form supplied by the School. Failure to provide the required certification in a timely manner (within fifteen (15) days of the leave request) may result in a denial of the leave request until such certification is provided.
- Recertifications are required if leave is sought after expiration of the time estimated by the healthcare provider. Failure to submit required recertifications can result in termination of the leave.

Requesting and Scheduling Pregnancy Disability Leave:

- An employee should request pregnancy disability leave by completing a Request for Leave form and submitting it to the Principal (or MERF Human Resources for MERF employees). An employee asking for a Request for Leave form will be referred to the School's then current pregnancy disability leave policy.
- Employee should provide not less than thirty (30) days' notice or as soon as is practicable, if the need for the leave is foreseeable. Failure to provide such notice is grounds for denial of the leave request, except if the need for pregnancy disability leave was an emergency and was otherwise unforeseeable.
- Where possible, employees must make a reasonable effort to schedule foreseeable planned medical treatments so as not to unduly disrupt the School's operations.

- Pregnancy disability leave may be taken intermittently or on a reduced leave schedule when medically advisable, as determined by the employee's healthcare provider.
- If an employee needs intermittent leave or leave on a reduced leave schedule that is foreseeable based on planned medical treatment, the employee may be transferred temporarily to an available alternative position for which he or she is qualified that has equivalent pay and benefits that better accommodates recurring periods of leave than the employee's regular position.
- The School will respond to a pregnancy disability leave request within ten (10) days of receiving the request. If a pregnancy disability leave request is granted, the School will notify the employee in writing and leave will be counted against the employee's pregnancy disability leave entitlement. This notice will explain the employee's obligations and the consequences of failing to satisfy them.

Return to Work:

- Upon timely return at the expiration of the pregnancy disability leave period, an employee is entitled to the same position unless the employee would not otherwise have been employed in the same position at the time reinstatement is requested. If the employee is not reinstated to the same position, she must be reinstated to a comparable position unless one of the following is applicable:
 - The employer would not have offered a comparable position to the employee if she would have been continuously at work during the pregnancy disability leave.
 - There is no comparable position available, to which the employee is either qualified or entitled, on the employee's scheduled date of reinstatement or within sixty (60) calendar days thereafter. The School will take reasonable steps to provide notice to the employee if and when comparable positions become available during the sixty (60) day period.

A "comparable" position is a position that involves the same or similar duties and responsibilities and is virtually identical to the employee's original position in terms of pay, benefits, and working conditions.
- When a request for pregnancy disability leave is granted to an employee, the School will give the employee a written guarantee of reinstatement at the end of the leave (with the limitations explained above).
- In accordance with MPS policy, before an employee will be permitted to return from a pregnancy disability leave of three (3) days or more, the employee must obtain a certification from her healthcare provider that she is able to resume work.
- If the employee can return to work with limitations, the School will evaluate those limitations and, if possible, will accommodate the employee as required by law. If accommodation cannot be made, the employee will be medically separated from the School.

Employment during Leave:

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

Unpaid Leave of Absence

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

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

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

Funeral/Bereavement Leave

All MPS employees excluding temporary/seasonal employees will be allowed up to **five (5)** paid working days off **within the same school year** to arrange and attend the funeral of an immediate family member. For purposes of this policy, an employee's immediate family member includes a parent, spouse, son/daughter, sister/brother, parents-in-law, grandparents, grandchild, sister/brother-in-law, son/daughter-in-law, or domestic partner. All other employees who have worked for at least thirty (30) days, such as seasonal and temporary employees, are entitled to up to five (5) days of unpaid bereavement leave for the death of an immediate family member. Employees should contact the Principal or the Human Resources department to request bereavement leave. All bereavement requests should be in writing to the Principal and Human Resources department.

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

Military and Military Spousal Leave of Absence

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

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

Except for employees serving in the National Guard, MPS will reinstate those employees returning from military leave to their same position or one of comparable seniority, status, and pay if they have a certificate of satisfactory completion of service and apply within ninety (90) days after release from

active duty or within such extended period, if any, as required by law. For those employees serving in the National Guard, if he or she left a full-time position, the employee must apply for reemployment within forty (40) days of being released from active duty, and if he or she left part-time employment, the employee must apply for reemployment within five (5) days of being released from active duty.

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

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

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

Drug and Alcohol Rehabilitation Leave

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

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

Time Off for Adult Literacy Programs

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

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

School Appearance and Activities Leave

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

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

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

Time Off to Serve as Election Official

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

Time Off for Jury and Witness Duty

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

Victims of Abuse Leave

MPS provides reasonable and necessary unpaid leave and other reasonable accommodations to employees who are victims of domestic violence, sexual assault, stalking or other crimes. Such leave may be taken to attend legal proceedings or to obtain or attempt to obtain any relief necessary, including a restraining order, to ensure the employee's own health, safety or welfare, or that of the employee's child or children or when a person whose immediate family member is deceased as the direct result of a crime. A crime includes a crime or public offense that would constitute a misdemeanor or felony if the crime had been committed in California by a competent adult, an act of terrorism against a resident of California (whether or not such act occurs within the state), and regardless of whether any person is arrested for, prosecuted for, or convicted of, committing the crime. Employees may also request unpaid leave for the following purposes:

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

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

1. A police report indicating that the employee was a victim of domestic violence, sexual assault, or stalking.
2. A court order protecting the employee from the perpetrator or other evidence from the court or prosecuting attorney that the employee appeared in court.
3. Documentation from a licensed medical professional, domestic violence or sexual assault counselor, licensed health care provider, or counselor showing that the employee's absence was due to treatment for injuries or abuse from domestic violence, sexual assault, or stalking.
4. Any other form of documentation that reasonably verifies that the crime or abuse occurred, including but not limited to, a written statement signed by the employee, or an individual acting on the employee's behalf, certifying that the absence is for a purpose authorized under the law.

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

Time Off for Volunteer Firefighters

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

Time Off for Voting

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

Industrial Injury Leave (Workers' Compensation)

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

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

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

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

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

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

Bone Marrow and Organ Donor Leave

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

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

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

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

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

Returning from Leave of Absence

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

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

RETIREMENT

Certificated Staff Members

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

Classified Staff Members

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

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

All non-credentialed employees also contribute to Social Security.

MPS Home Office Staff Members

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

Oversight of Benefits

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

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

EMPLOYMENT EVALUATION AND SEPARATION

Employee Reviews and Evaluations

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

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

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

Discipline and Involuntary Termination

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

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

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

Voluntary Termination

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

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

Pay at Time of Separation

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

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

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

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

Employment References/Verifications

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

INTERNAL COMPLAINT REVIEW & OPEN DOOR

Open Door Policy

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

Internal Complaint Review

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

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

Internal Complaints:

(Complaints by Employees against Employees)

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

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

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

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

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

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

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

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

General Requirements:

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

AMENDMENT TO EMPLOYEE HANDBOOK

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

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

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

APPENDIX A

HARASSMENT/DISCRIMINATION/RETALIATION COMPLAINT FORM

It is the policy of the School that all of its employees be free from harassment, discrimination, and retaliation. This form is provided for you to report what you believe to be harassment, discrimination, or retaliation so that the School may investigate and take appropriate disciplinary or other action when the facts show that there has been harassment, discrimination, or retaliation.

If you are an employee of the School, you may file this form with the COO, Principal, MERF Human Resources, or Board President.

Please review the School's policies concerning harassment, discrimination, and retaliation for a definition of such unlawful conduct and a description of the types of conduct that are considered unlawful.

MPS will undertake every effort to handle the investigation of your complaint in a confidential manner. In that regard, the School will disclose the contents of your complaint only to those persons having a need to know. For example, to conduct its investigation, the School will need to disclose portions of your factual allegations to potential witnesses, including anyone you have identified as having knowledge of the facts on which you are basing your complaint, as well as the alleged offender.

In signing this form below, you authorize the School to disclose to others the information you have provided herein, and information you may provide in the future. Please note that the more detailed information you provide, the more likely it is that the School will be able to address your complaint to your satisfaction.

Charges of harassment, discrimination, and retaliation are taken very seriously by the School both because of the harm caused by such unlawful conduct, and because of the potential sanctions that may be taken against the offender. It is therefore very important that you report the facts as accurately and completely as possible and that you cooperate fully with the person or persons designated to investigate your complaint.

Your Name: _____ Date: _____

Date of Alleged Incident(s): _____

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

List any witnesses that were present: _____

Where did the incident(s) occur? _____

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

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

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

Signature of Complainant

Date: _____

Print Name

Received by: _____

Date: _____

APPENDIX B

INTERNAL COMPLAINT FORM

Your Name: _____ Date: _____

Date of Alleged Incident(s): _____

Name of Person(s) you have a complaint _____

List any witnesses that were present: _____

Where did the incident(s) occur? _____

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

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

Signature of Complainant

Date: _____

Print Name

To be completed by School:

Received by: _____

Date: _____

Coversheet

Approval of Use of Omnia for Procurement for Magnolia Science Academy-5 Charter School Facility Program

Section: V. Action Items
Item: I. Approval of Use of Omnia for Procurement for Magnolia Science Academy-5 Charter School Facility Program
Purpose: Vote
Submitted by:
Related Material: V_I_Use of Omnia for Procurement for MSA-5.pdf



Agenda Item:	V I: Action Item
Date:	June 22, 2023
To:	Magnolia Educational & Research Foundation dba Magnolia Public Schools (“ MPS ”) Board of Directors (the “ Board ”)
From:	Audit & Facilities Committee
Staff Lead(s):	Mustafa Sahin, Project Manager Patrick Ontiveros, General Counsel & Director of Facilities
RE:	Approval of Use of Omnia for Procurement for Magnolia Science Academy-5 (“ MSA-5 ”) Charter School Facility Program Project t 7111 Winnetka Ave.

1. **Action Proposed:**

MPS Staff recommends that the Board approve the resolutions attached as Exhibit A for purposes of using Omnia Partners to procure certain materials for the construction of the new campus at 7111 Winnetka Ave (the “**Project**”) for Magnolia Science Academy—5 (“**MSA-5**”).

2. **Purpose:**

The purpose of this proposed action is to approve MPS to participate in and use the Omnia Partners purchasing cooperative to procure long lead items for the Project.

3. **Background:**

Acquisition of Winnetka Ave Property

At its December 19, 2021 meeting, the MPS Board approved MPS signing a purchase and sale agreement (“**PSA**”) for the purchase of the 7111 Winnetka Ave Property and making a good faith, refundable, escrow deposit of Two Hundred Thousand Dollars (\$200,000). Escrow for the purchase and sale of the Property was opened on December 22, 2021. MPS exercised all three (3) of its options to extend the contingency period. At its June 16, 2022 meeting the Board approved the waiver of the contingencies. At the June 16th meeting the Board also approved a loan from CLI Capital to fund the acquisition of the Property.

MPS assigned to MPM Sherman Winnetka LLC (“**Winnetka LLC**”) the right to acquire and take title to the Property with a loan from CLI Capital. Winnetka Ave LLC is a subsidiary of Magnolia Properties Management, Inc., a 501(c)(3) support corporation. Concurrent with the



foregoing assignment, MPS entered into a lease for the Property with Winnetka Ave LLC. Escrow on the Property closed on October 21, 2022.

CSFP Award

MPS Staff applied for funding to the OPSC's CSFP program during the application period held from May 2, 2022 to June 3, 2022. CSFP provides funding to charter schools for new school facilities. On October 26, 2022, the State Allocation Board ("**SAB**") approved a preliminary apportionment in the amount of \$50,832,332. Awards made by CSFP are 50% loan and 50% grant. The loan portion is paid back by the award recipient and is amortized over 30 years. The CSFP award will be used to construct the Project for MSA-5 which is currently co-located with MSA-1 on MSA-1's campus.

Architect of Record Selection

The DLR Group was selected as the architect of record for the Project at the Board's January 12, 2023 meeting.

Construction Manager Selection

At its April 13, 2023, the Board approved the selection of Erickson-Hall Construction Inc. as the construction manager ("**CM**") for the Project under a multi-prime delivery method.

4. Analysis & Impact:

MPS's CM for the Project recommends that MPS join the Omnia Partners purchasing cooperative for purposes of purchasing long lead items at a more favorable price with standard contractual terms and conditions.

5. Budget Implications:

MSA-5 will pay for the materials, supplies, equipment, and related services for the Science Academy 5 Project from its operating budget and expects that it will be reimbursed with proceeds from the CSFP award.

6. Exhibits:

Exhibit A Resolution



EXHIBIT A

BEFORE THE GOVERNING BOARD OF DIRECTORS OF MAGNOLIA PUBLIC SCHOOLS

RESOLUTION TO APPROVE COOPERATIVE PURCHASING CONTRACTS FROM OTHER PUBLIC AGENCIES OR OTHER STATES TO PROCURE VARIOUS MATERIALS, SUPPLIES, EQUIPMENT, AND RELATED SERVICES

RESOLUTION NO. _____

WHEREAS, the Governing Board of Directors (the “**Board**”) of Magnolia Educational & Research Foundation dba Magnolia Public Schools (“**Magnolia**”) has determined that a need exists to quickly and efficiently procure various materials, supplies, equipment, and related services for the Science Academy 5 Project (collectively, “**Materials and Equipment**”);

WHEREAS, the Attorney General of the State of California concluded that a charter school may not be formed as a separate legal entity from the school district that granted the charter, and that whether a charter school may exercise independent legal rights to contract for services, is governed by the provisions of the particular charter. See 81 Ops.Cal.Atty.Gen. 140 (1998);

WHEREAS, the charter for Magnolia, its Memorandum of Understanding with the Los Angeles County Office of Education, its board policies, and applicable law do not prohibit Magnolia from procuring Materials and Equipment in the same manner a school district may (including Los Angeles Unified School District) pursuant to applicable laws and regulations and in fact will potentially allow Magnolia to procure Materials and Equipment at lower cost as a result of economies of scale;

WHEREAS, the governing board of a school district may under Section 20118 of the California Public Contract Code, without advertising for bids, if the board has determined it to be in the best interest of the district, authorize by contract, lease, requisition or purchase order, any public corporation or agency to lease data-processing equipment, purchase materials, supplies, equipment, automotive vehicles, tractors, services and other personal property for the district in the manner in which the public corporation is authorized by law to lease or purchase;

WHEREAS, pursuant to California Public Contract Code section 20118 and California Government Code section 6500 *et seq.*, school districts can participate in programs including multi-state purchasing groups for governmental entities and school districts including, but not limited to: OMNIA Partners which now includes or incorporates National IPA, The Cooperative Purchasing Network, U.S. Communities, and others; National Association of State Procurement Officials/ NASPO ValuePoint System; Sourcwell; and other current and future programs and cooperatives (collectively, “**Cooperative Programs**”); and

WHEREAS, the Board of Magnolia has determined that it is in the best interest of Magnolia to authorize the procurement of required Materials and Equipment through approved Cooperative Programs subject to the following conditions:

- a. Confirmation that the applicable Cooperative Program is valid and was properly procured by the public corporation or agency in a manner that the public corporation or agency is authorized by law to make such leases or purchases;



- b. Confirmation that the Cooperative Program authorizes school districts or charter schools to procure the specific Materials and Equipment Magnolia requires, and confirmation that Magnolia will only procure the specific Materials and Equipment as set forth in the applicable Cooperative Program at the same or lower approved price or prices;
- c. Magnolia shall register or become a member of the Cooperative Program as necessary or required; and
- d. Any contract, lease, requisition, or purchase order procured pursuant to this Resolution shall be approved or ratified by the Board, with said approval or ratification to be evidenced by a motion of the Board duly passed and adopted.

NOW, THEREFORE, the Board hereby finds, determines, declares and resolves as follows:

- Section 1.** All of the recitals set forth above are true and correct and the Board so finds and determines.
- Section 2.** The Board hereby finds and determines the acquisition of the Materials and Equipment under an approved Cooperative Program pursuant to Public Contract Code section 20118 and Government Code section 6500, *et seq.* to be in the best interest of Magnolia.
- Section 3.** The Board hereby finds and determines that Magnolia's operating documents (including its) and applicable law do not prohibit the procurement of the Materials and Equipment in the same manner that a California public school may pursuant to the applicable laws and regulations.
- Section 4.** Due to the cost savings associated with the acquisition of Materials and Equipment, given that purchases through a Cooperative Program have already proceeded through a procurement and bidding process, the Board waives any requirements to comply with any bidding or procurement requirements in its Financial Policies and Procedures for these purchases.
- Section 5.** The Board hereby approves the delegation of authority and appoints Magnolia's Chief Executive Officer and Superintendent, its Chief Financial Officer, and their designees, who is and are hereby authorized and directed, pursuant to a majority of the vote of the Governing Board, to do any and all things and to negotiate, execute and deliver any and all documents which they may, in consultation with legal counsel, deem necessary or advisable in order to complete any required transaction and bring it to the Board for approval or ratification, and otherwise carry out, give effect to and comply with the terms and intent of this Resolution.
- Section 6.** This Resolution shall be effective as of the date of its adoption.



APPROVED, PASSED AND ADOPTED by the Governing Board of Magnolia Educational & Research Foundation this ____ day of _____ 2023, by the following vote:

AYES: _____

NOES: _____

ABSENT: _____

ABSTAINED: _____

I, Mekan Muhammedov, Chair of the Governing Board of Directors for Magnolia Educational & Research Foundation, do hereby certify that the foregoing is full, true, and correct copy of the Resolution passed and adopted by said Board at a regularly scheduled and conducted meeting held on said date, which Resolution is on file in office of said Board.

Chair of the Board of Directors
Magnolia Educational & Research Foundation

I, Jennifer Lara, Secretary for the Governing Board of Directors for Magnolia Educational & Research Foundation, do hereby certify that the foregoing resolution was regularly introduced and adopted by the Governing Board at a regular meeting thereof held on the ____ day of _____ 2023, by the above-described vote of the Governing Board;

IN WITNESS WHEREOF, I have hereunto set my hand this ____ day of _____ 2023.

Secretary
Magnolia Educational & Research Foundation

Coversheet

Approval of Abatement and Demolition Contractor for 18242 Sherman Way Reseda, CA 91335

Section: V. Action Items
Item: L. Approval of Abatement and Demolition Contractor for 18242 Sherman
Way Reseda, CA 91335
Purpose: Vote
Submitted by:
Related Material:
V_L_Contract for Asbestos and Lead Based Paint Abatement and Demolition at the MSA—1.pdf



Agenda Item:	V L: Action Item
Date:	June 22, 2023
To:	Magnolia Educational & Research Foundation dba Magnolia Public Schools (“ MPS ”) Board of Directors (the “ Board ”)
From:	MPS Audit & Facilities Committee
Staff Lead(s):	Mustafa Sahin, Project Manager Patrick Ontiveros, General Counsel & Director of Facilities
RE:	Approval of Award of Contract for Asbestos and Lead Based Paint Abatement and Demolition at the Magnolia Science Academy—1 (“ MSA-1 ”) Gym upgrade at 18242 Sherman Way.

1. **Action Proposed:**

MPS Staff recommends that the Board approve the award of a contract for (1) asbestos and lead based paint abatement and (2) site demolition for the Magnolia Science Academy—1 (“**MSA-1**”) project at 18242 Sherman Way (together, the “**Project**”) to Quality Environmental for a total fee of \$106,388.70 (\$96,717.00 contract price and 10% or \$9,671.70) and further approve that MPS Staff be authorized to negotiate and sign a professional services contract for said services in such form as MPS Staff may deem appropriate and in the best interests of MPS.

2. **Purpose:**

The purpose of this proposed action is to approve the selection of Quality Environmental to abate the asbestos and lead based paint and demolish the inside of the existing building and for the Project and to authorize MPS Staff to negotiate a final contract with Quality Environmental. The Project will be paid for with funds from MSA-1’s operating budget. MPS Staff will seek financing to pay for all tenant improvements to the JAM building and endeavor to use that financing to reimburse itself for the Project.

3. **Background:**

Asbestos Abatement and Demolition RFP

Staff issued an RFP for asbestos abatement and demolition on May 9, 2023 (the “**RFP**”). The RFP was sent to several demolition companies and was also posted on the MPS website. A copy of the RFP is attached as Exhibit A.



	Demo	Abatement	Total	Note
Interior Demolition	\$138,426.00	\$15,000.00	\$153,426.00	
Quality Environmental			\$96,717.00	Submitted the proposal for both Demo and Abatement, but did not separate them
Restoration Management Company		\$73,275.00	\$73,275.00	Submitted the proposal for only abatement
DNS Group	\$131,996.02	\$41,800.00	\$173,796.02	

After careful consideration, MPS Staff determined that Quality Environmental was the best fit for the Project including but not limited to the following reasons: price and reference check. Quality Environmental's response to the RFP is attached as Exhibit B. The other three (3) responses may be found with this [link](#).

4. **Analysis & Impact:**

MSA-1 purchased 18242 Sherman Way in 2022. MSA-1 would like to convert the building into a gym so they can utilize the space. The gym will have a CIF regulation basketball court and volleyball court.

5. **Budget Implications:**

MSA-1 will pay for the Project from its operating budget. MSA-1's operating budget will not be materially impacted by the expenditure.

6. **Exhibits:**

Exhibit A RFP
 Exhibit B Quality Environmental RFP Response



EXHIBIT A

Asbestos Abatement and Demolition RFP



MAGNOLIA PUBLIC SCHOOLS

Request for Qualifications / Proposals
for (1) Asbestos Containing Materials and Lead Based Paint
Abatement and (2) Mezzanine Demolition at 18242 Sherman
Way, CA 91335

Due Date:

May 19, 2023 by 5:00 PM

1.0 INTRODUCTION

Magnolia Education & Research Foundation doing-business as Magnolia Public Schools ("MPS"), a charter school management organization, operates Magnolia Science Academy 1 ("MSA-1") located at 18220-18244 Sherman Way Reseda CA 91335. The purpose of this RFP is to obtain proposals from qualified bidders that will enable Magnolia to select a qualified firm to (1) abate the asbestos containing materials and lead based paint, and (2) demolish the existing 1,000 sq ft mezzanine inside the building located at 18242-44 Sherman Way (each a "Project" and together, the "Projects"), in preparation for construction of a new gym. The property is shown on Exhibit A.

Vendors may submit a proposal for both or either of the projects.

Please see the 2.0 Project Description for details.

Site Tour

A site tour will be facilitated.

Proposals Due

Responses to the RFP are due no later than **5:00 PM (PST), Friday, May 19, 2023**, to the following individual:

Mustafa Sahin
Facility Project Manager
Magnolia Public Schools
250 East 1st Street
Suite 1500
Los Angeles, CA 90012
msahin@magnoliapublicschools.org
760-587-6031

Questions regarding this RFP may be directed to the individual identified above via email.

Proposal Format:

One (1) electronic PDF copy (by email) of your proposal must be delivered to the person indicated by the deadline stated above. Please endeavor to keep any emailed material to a single manageable file size (at or about 10 MBs) so that it may be easily distributed to the Selection Committee.

Respondents are encouraged to only include information pertinent to the Projects and the Selection Committee's ability to select the vendor best suited to successfully complete this job.

Interviews:

Interviews will be held at the discretion of MPS and MSA-1. Interviews, if any, are expected to be held according to the schedule outlined above.

Selection Committee:

The Selection Committee will be composed of representatives from MPS and MSA-1

1.1 Timeline

RFP Distributed: May 9, 2023

Proposals Due: May 19, 2023

Interviews, if any (exact date and time TBD):	Week of May 22, 2023
Selection Announced:	Week of May 22, 2023
Contract Execution:	ASAP

2.0 PROJECT DESCRIPTION

The general scope of work is (1) the abatement of the asbestos containing material and lead based paint and (2) the demolition of the existing mezzanine inside the building. The site address is 18242-44 Sherman Way CA, Reseda 91335. The successful respondent(s) shall be responsible for the following:

- Obtain all permits as required by State, County and Local Authorities.
- All utility shutdowns and disconnections, including scheduling and coordination with utility companies, including demolition and capping of utilities at right of way for future use. This includes but is not restricted to electric, natural gas, water, storm, sanitary, phone, cable and fiber optic. All utility company fees for disconnections will be paid by the Owner.
- Lead and Asbestos Abatement per the LBP & ABM report.
- All Investigations and Assessments needed to develop a suitable abatement and demolition plan.
- Complete demolition of the structure on the mezzanine, including but not restricted to all footings, slabs, piping, wiring and ductwork.
- Coordination with all Owner's Consultants and Contractors.
- The selected firm shall provide temporary facilities, services, barriers, pollution controls, prevention of wind-blown debris leaving the site, enclosures, and removal and legal disposal of all demolition and construction debris as required by local, state, and federal codes. This includes securing the site during demolition, and until construction activity begins, with a temporary fence around the demolition areas.
- All demolition work must adhere to all municipal demolition regulations. It is the responsibility of the demolition contractor to verify these regulations and to adhere to them at all times.
- The existing mezzanine is a 2-story wood frame building, approximately 1,000 square feet and was constructed in 1956.
- The demolition plan will need to be submitted and approved by the City of Los Angeles Department of Building and Safety. Securing a demolition permit, and all other necessary municipal approvals, will be the responsibility of the selected firm.
- All bidders shall be responsible for familiarizing themselves with on-site job conditions. Failure to do so shall in no way incur any delays in work or extra cost to the Owner.

The building and premises are available for examination. Please coordinate site access with Mustafa Sahin, msahin@magnoliapublicschools.org or (760) 587-6031.

3.0 PROPOSAL FORMAT

Respondent shall format its response as set forth below to facilitate timely review and selection. Please be specific to the RFP, and do not include materials not explicitly requested, such as generic marketing materials.

Your response should include the following:

- Letter of interest
- Name of your company and the individual responsible for the account
- Restate all the requirements of Section 4.0 and provide responses to each.

See Section 1.0 for additional proposal format clarifications.

4.0 PROPOSAL REQUIREMENTS

4.1 Vendor Qualifications and Experience

4.1.1 Vendor Description.

Provide a description of your company and why it is qualified to undertake the Project(s). In particular, describe your experience with similar projects (that is, projects subject to the California Public Contract code).

Provide the following:

A minimum of three (3) references, including

- (a) name and scope of the project
- (b) client name and contact information
- (c) contract amount

4.1.2 Qualifications and Experience of Key Personnel.

Identify the person(s) that will be principally responsible for working with the MPS and leading this engagement and their qualifications and experience.

4.1.3 Insurance.

Provide a description of vendor's insurance coverage.

4.2 Cost

Respondent's proposal should include an overall cost and should be broken down in detail. The proposal should also provide a break-down of any and all other costs and fees including, but not limited to, labor, delivery fees, installation fees, applicable taxes, etc.

4.3 Schedule

MPS and MSA1 desire to complete this project as soon as possible, please also provide the expected completion of the project.

4.4 Contract

The successful respondent will be required to sign an agreement with Owner in the form of (AIA Document A101-2017). Please provide an affirmative statement of respondent's concurrence or else any changes that respondent desires to make to the form.

5.0 CONTACT

Questions to Owner will be accepted via email by the Project Manager identified above. Answers to questions will be provided to all participants as available.

6.0 RFP/Q EXHIBITS

Exhibit A – Property & Project Location
Exhibit B- ACM & LBP Asbestos Report

7.0 BID ACCEPTANCE/REJECTION & MODIFICATION

The Owner reserves the right to modify this RFP/Q, reject any or all proposals, cancel the solicitation process at its sole discretion. Owner will endeavor to inform all parties who have expressed interest in submitting a response to this RFP/Q of any such changes.

8.0 PROPOSAL VALIDITY

RFP responses shall be valid until execution of a contract, which is expected to occur on or about the week of May 22, 2023. No changes to information received within the Respondent's proposal shall be changed or altered without approval by the Owner.

Exhibit A

Property & Project Location

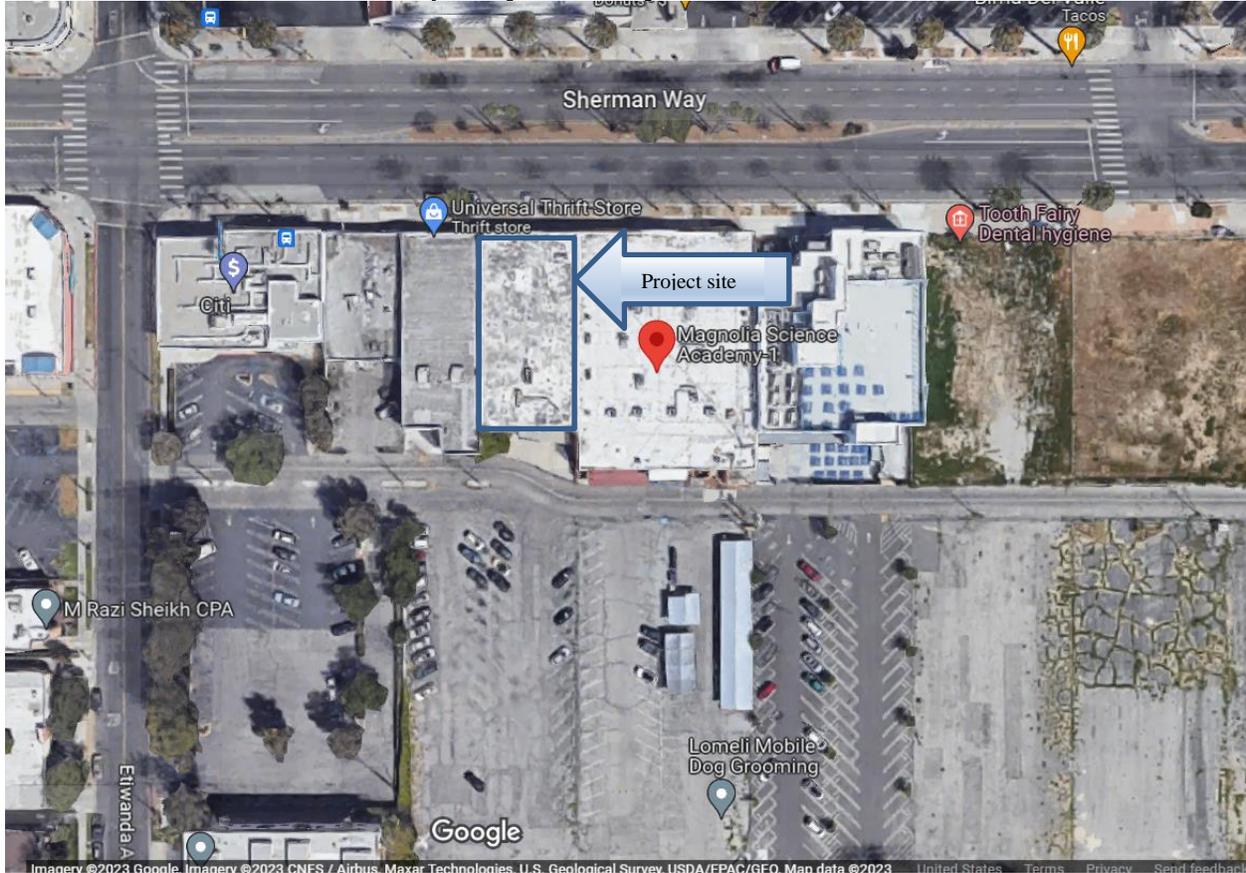


Exhibit B

ACM and LBP Report



EXHIBIT B

Abatement and Interior Demolition RFP Response



13123 Lakeland Rd., Ste. A
Santa Fe Springs, CA 90670
(562) 941-1434 Office
(562) 941-1825 Fax

PROPOSAL

Friday, May 26, 2023

Revision 1
Mustafa Sahin
Facility Project Manager
Magnolia Public Schools
250 East 1st Street Suite 1500
Los Angeles, CA 90012
msahin@magnoliapublicschools.org
Ph.: 760-587-6031

Project Name: MPS Sherman Way – Asbestos / Lead Abatement & Selective Demolition
Project Address: 18242 Sherman Way, Reseda Ca.91335
Bid No.: 23-1750

Quality Environmental Inc. is pleased to submit this proposal for Selective Demolition as Per Architectural Demolition plans, Asbestos/Lead Survey Report & Specifications. The purpose of this letter is to describe the scope of work and pricing structure, and to identify any conditions that would require coordination in order to complete your project in a safe and timely manner.

Scope of Work:

Selective Demolition, Asbestos & Lead Abatement:

Selective Demolition:

Sheet A-3.0 – Demolition Floor Plans.

Keynotes:

- 1- Glass to be removed
- 3 - Part of planter will be removed
- 4 – South facing doors will be removed (frame will not be touched)
- 13 – E. flooring to be removed
- 14 – Remove catwalk, A/C vents
- 22 – Remove overhang canopy where E. light are removed
- 24 – Drains and electrical ducts to be removed
- 26 – Floor drains to be cleaned
- 27 – Remove CMU for cut out for door
- 28 – Remove drains and electrical floor duct

Asbestos abatement:

- ◆ Removal and disposal of approx. 200sf.brown 9"x9" vinyl floor tile w/ black mastic
- ◆ Removal and disposal of approx. 1000sf beige 9"x9" vinyl floor tile w/ black mastic
- ◆ Removal and disposal of approx. 200 sf white 12"x12" vinyl floor tile (middle layer) and brown 9"x9" vinyl floor tile (bottom layer) w/ black
- ◆ Removal and disposal of approx. 300sf. of Black Mirror Mastic
- ◆ Removal and disposal of approx. 50 lf. Of thermal system insulation (TSI)
- ◆ Removal and disposal of approx. 18sf. of Transite vent pipe
- ◆ Removal and disposal of approx. 110 sf. of roof mastic

Lead Abatement:

- ◆ Removal and disposal of approx. 100 sf. Of LBP ceramic tile located in 2nd floor bathroom beneath laminate.
- ◆ Removal and disposal of approx. 172 sf. Of LBP ceramic tile and 63 lf. Baseboard located in electric room.
- ◆ Removal and disposal of approx.24 lf. Of LBP window sills located in the 2nd floor
- ◆ Establish Asbestos full Containment in the 1st. floor Main Office / IT Room Downstairs, equipped with 6mil poly, HEPA Negative Air Filtration Units, Deacon Chambers, and Critical Barriers,
- ◆ Wet methods and negative pressure will be used prior and during abatement.
- ◆ We will HEPA Vacuum and wet wipe entire containment area prior to clearances
- ◆ Owner/GC must provide 3rd. party consultant for final clearances

- ◆ *Materials and locations are based on the Asbestos Survey Report*
- ◆ *Areas must be accessible prior to starting.*
- ◆ *Owner must provide water and power during Demolition and abatement activities.*
- ◆ *Private wage rates included*
- ◆ *Owner/GC must cap off, safe off and tag out all utilities.*
- ◆ *Disposal fees included.*
- ◆ *This proposal is based on Regular working hours during regular business days Mon-Fri. (overtime, double time, holydays excluded)*
- ◆ *Owner/GC must provide parking near the working area.*
- ◆ *Owner/GC must provide area for waste container near the working area.*
- ◆ *This project is based on 1 mobilization.*
 - ◆ *Owner/G.C. must provide third - party environmental consultant for final clearances.*
 - ◆ *Owner/Owner Representative must provide a California EPA No. prior to disposal of Haz Waste. A California Temporary EPA No. may be obtained at <https://dtsc-web01.dtsc.ca.gov/epaid/default.aspx>*
- ◆ ***All Q.E Inc. personnel will be wearing the minimum required PPE as per our Q.E Inc. Safety Manual this includes but is not limited to Hardhats, Safety Glasses, Work Gloves, Orange Vest, Leather work gloves, Jeans, Company shirts, and any other PPE that might be required to perform the project in a safe manner.***

Selective Demolition & Asbestos & Lead Abatement Total: \$96,717.00

Note: This price is based on monthly progress payments.

Q.E. Inc is currently MBE, SBE & SLBE Certified

Q.E. Inc currently carries a \$3 mil. G/L Insurance

Exclusions:

- ◆ *Unforeseen work.*
- ◆ *Roof Demolition/ Abatement*
- ◆ *Build back/Construction.*
- ◆ *Power and water*
- ◆ *Procedure 5 Abatement.*
- ◆ *Soil/PCB's/CFC's.*
- ◆ *Shoring/trenching/excavation*
- ◆ *Slabs over 5" thick*
- ◆ *Layouts/ Surfaces preparation.*
- ◆ *Permits/Bonding*
- ◆ *Overtime*
- ◆ *Skim coat removal*
- ◆ *Consultant for clearances*
- ◆ *Patch, fix, paint, and repair*
- ◆ *Damages to walls/ floor from removing subject materials.*
- ◆ *Prevailing wages*

Terms and Conditions

The pricing schedule and work terms in this bid proposal are effective for thirty days from today. This proposal including all conditions, qualifications and exclusions shall be incorporated as part of any agreed contract and any changes will be mutually agreed upon and incorporated into the final contract. Upon acceptance, this proposal shall be made part of an executed contract and in accordance with Q.E. Inc. terms and conditions of proposal. Payment is due in full 100% upon completion. The project will be scheduled and worked during normal business hours Monday through Friday. The duration of this project is noted above under description of quote. This proposal is based on **private** wage rates. Access to work area is limited to Quality Environmental Inc.'s employees and the client's authorized members. The client will provide all necessary water and usable electrical power as well as toilet facilities.

If you have any questions or need additional information, please call the office at **(562)941-1434**.

Sincerely,

Gus Escutia,
President
Quality Environmental Inc.



Work Authorization

This bid proposal and terms are accepted. Quality Environmental Inc. is authorized to proceed with the Selective Demolition, Asbestos & Lead Abatement at 18242 Sherman Way, Reseda Ca.91335. After approving this proposal and terms please sign and fax or email back to Q.E. Inc. for immediate scheduling and coordination.
Fax:(562) 941-1825

Signature: _____ Date: _____

Name: _____

Coversheet

Review and Approval of Resolution for Reduction in Force at MSA-3, MSA-Santa Ana, and MSA-San Diego

Section: V. Action Items
Item: M. 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: V_M_Board Resolution for a Reduction in Force.pdf



Agenda Item:	V M: Action Item
Date:	June 22, 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 Board Resolution for a Reduction in Force at MSA-3, MSA-Santa Ana, and MSA-San Diego

Action Proposed:

I move that the Board approve the revised Resolution #20230622-01 for reduction in force with the offer of severance packages for impacted employees at MSA-3, MSA-Santa Ana, and MSA-San Diego.

Background:

The CEO and Executive team proposed draft Board Resolutions at the prior May and June 2023 Board meetings addressing concerns with overstaffing at MSA-3, MSA-San Diego, and MSA-San Diego.

The Board provided feedback on the proposed reduction in force with recommendations to include a stronger safety net for employees in impacted/eliminated job positions. The CEO and Executive team worked with legal counsel to revise the Resolution and propose the following:

- Impacted employees will be made an offer of a severance package at the time they are provided notice of the position elimination.
- As MERF cannot make a gift of public funds by law, in exchange for receiving a severance package, impacted employees will be required to sign a Settlement and Release of Claims Agreement.
- All employees in eliminated job positions will also be provided re-employment assistance and support by the HR Department.
- Employees re-hired for other positions will still be offered a severance package in acknowledgement of the employment uncertainty that exists.

The Board is presented with a revised draft Resolution that now includes the exact number of impacted job positions at each site. It further includes the offer of a severance package and increased HR Department support. The terms and conditions of the Resolution are otherwise unchanged.

Resolution #20230622-01

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, 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 needs 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. MERF will eliminate two (2) full-time job positions at MSA-3.
3. MERF will eliminate two (2) full-time job positions at MSA-San Diego.
4. MERF will eliminate three (3) full-time job positions at MSA-Santa Ana.
5. Employees in job positions eliminated by this Resolution will be offered a severance package in exchange for the employee’s execution of a General Settlement and Release of Claims Agreement to be prepared by MERF.
6. 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.
7. 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.

Resolution #20230622-01

Reduction in Force Page 2

of 2

8. Employees who apply for and/or accept re-employment with MERF shall still be eligible for the offer of a severance package. The employee must be a current employee of MERF in the eliminated job position as of the date of this Resolution to be eligible for the offer of a severance package.

PASSED AND ADOPTED by the Board this 22nd day of June, 2023, by the following vote:

AYES:

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 CEO Comparable Compensation Data

Section: V. Action Items
Item: N. Approval of CEO Comparable Compensation Data
Purpose: Vote
Submitted by:
Related Material: V_N_Executive Compensation Comparability Study.pdf

Governing Board of Magnolia Public Schools Summary of Compensation and Benefits Survey Data for CEO/Superintendent

June 2023

Prior to Board action to approve any decisions regarding executive compensation (including approval of base salary increases, incentive compensation, bonuses, etc.), the Board must first exercise due diligence (review of comparable compensation practices) to ensure compliance with IRS restrictions on excess compensation for nonprofit executives, including a charter school CEO/Superintendent. The Board's review and approval of the executive compensation must occur: initially upon hiring the executive; whenever the term of employment, if any, is renewed or extended; and whenever the officer's compensation is modified.

In reviewing the reasonableness of compensation for nonprofit executives, the IRS considers "compensation" broadly and will look at the value of salary, as well as non-fixed compensation (incentive compensation/bonuses), and benefits. If the IRS determines compensation is not reasonable, severe consequences may result.

The following is a summary of findings following review and comparison of a sampling of total compensation levels received by educational leaders in Southern California. Compensation figures are from the State Controller's Office or from the Internal Revenue Service (Form 990) for the 2020 and 2021 calendar years (the most recent available). Student enrollment figures and academic performance standards are from the California School Dashboard for the 2022 calendar year.

The CEO/Superintendent of Magnolia Public Schools oversees ten (10) public schools in Los Angeles, Orange, and San Diego Counties with a total population of approximately 3,708 students. Based on these facts, this study compared salary packages of similarly situated public school leaders. The three (3) charter schools and five (5) school districts surveyed in this summary have an average population of approximately 4,358 students.

Of the educational leaders sampled, the average total compensation package (base salary plus other compensation) is approximately \$374,728. The average base salary is approximately \$312,581. The range of base salary is \$226,188 to \$376,939. Salaries can range based on many factors such as experience, tenure at the school, student populations, staff size, and location of the charter school.

These salaries are from the 2020 and 2021 calendar years so conservatively adding 3% to 7% to the base salary average for 2023 would provide an average range of \$321,959 to \$334,461.

Magnolia Public Schools (Los Angeles, Orange, and San Diego Counties)	3,708 Students
CEO/Superintendent	
Approximate Total Compensation Package	\$311,124.66
Current Base Salary	\$248,500
Other Compensation (Benefits and Retirement)	\$62,624.66
English Language Arts Performance	Low to High
Math Performance	Very Low to High
Buena Park Elementary School District (Orange County)	4,015 Students
Superintendent	
Total Compensation Package	\$302,520
Base Salary	\$245,576
Other Compensation (Benefits and Retirement)	\$56,944
English Language Arts Performance	Low
Math Performance	Low
Granada Hills Charter High School (Los Angeles County)	5,675 Students
Executive Director	
Total Compensation Package	\$410,582
Base Salary	\$340,563
Other Compensation (Benefits and Retirement)	\$70,019
English Language Arts Performance	Very High
Math Performance	High
Bassett Unified School District (Los Angeles County)	3,044 Students
Superintendent	
Total Compensation Package	\$262,685
Base Salary	\$226,188
Other Compensation (Benefits and Retirement)	\$36,497
English Language Arts Performance	Low
Math Performance	Low
South Pasadena Unified School District (Los Angeles County)	4,649 Students
Superintendent	
Total Compensation Package	\$357,200
Base Salary	\$297,081
Other Compensation (Benefits and Retirement)	\$60,119
English Language Arts Performance	Very High
Math Performance	Very High
Equitas Academy Charter Schools (Los Angeles County)	1,969 Students
CEO	
Total Compensation Package	\$381,448
Base Salary	\$324,430
Other Compensation (Benefits and Retirement)	\$57,018
English Language Arts Performance	Low to Medium
Math Performance	Very Low to Medium
Fallbrook Union Elementary (San Diego County)	4,921 Students
Superintendent	
Total Compensation Package	\$447,963

Base Salary	\$376,939
Other Compensation (Benefits and Retirement)	\$71,024
English Language Arts Performance	Low
Math Performance	Low
High Tech High (San Diego County)	6,016 Students
Director	
Total Compensation Package	\$432,258
Base Salary	\$355,589
Other Compensation (Benefits and Retirement)	\$76,669
English Language Arts Performance	Low
Math Performance	Low
South Bay Union (San Diego County)	4,576 Students
Superintendent	
Total Compensation Package	\$403,165
Base Salary	\$334,284
Other Compensation (Benefits and Retirement)	\$68,881
English Language Arts Performance	Very Low
Math Performance	Very Low

Coversheet

Approval of CEO Reimbursement Package Added to the CEO Contract

Section: V. Action Items
Item: O. Approval of CEO Reimbursement Package Added to the CEO Contract
Purpose: Vote
Submitted by:
Related Material: V_O_CEO Tuition Reimbursement Package.pdf



Agenda Item:	V O: Action Item
Date:	June 22, 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:	CEO Tuition Reimbursement Package Eligibility and Amendment to Employment Agreement

1. **Action Proposed:**

I move that the Board approve the addition of the tuition reimbursement package to the employment agreement of the CEO & Superintendent.

2. **Background**

The Magnolia Public Schools (“MPS” or the “School”) Tuition Reimbursement Policy (“Policy”) allows all employees with regular full-time status who have been employed with MPS for a period of a full school year to be reimbursed for qualifying tuition expenses.

The CEO is a regular full-time employee that has been employed by MPS for longer than one full school year. As a result, the CEO is eligible for reimbursement of qualifying tuition related expenses pursuant to the Policy.

3. **Analysis:**

Professional development and continuous learning are necessary to maintain the quality of MPS’s employees and their ability to contribute effectively to the mission and goals of the School.

4. **Budget Implications:**

Programs that are eligible for reimbursement under the Policy include:

- a) Teaching related certification/career programs (\$5,000 per fiscal year up to three (3) years).
- b) Administrative related certification/career development programs (\$5,000 per fiscal year up to three (3) years).
- c) Job-related Master’s Degree (\$7,500 per fiscal year up to three (3) years).
- d) Job-related Doctoral Degree (\$10,000 per fiscal year up to three (3) years).

5. **Exhibits:**

MPS Tuition Reimbursement Policy

SOP # G&A123 Revision: 1

Effective Date: 5/2/14

Revised: March 21, 2019

Prepared by: Central Office

Approved by: BOD

Title: G&A123 TUITION REIMBURSEMENT

Policy: To provide employees with professional development opportunities to increase the effectiveness of their performance in their present positions, and to obtain skills, knowledge, and abilities which may improve their opportunities for advancement within the Organization.

Purpose: Professional development and continuous learning are necessary to maintain the quality of the Organization's staff and their ability to contribute effectively to the mission and goals of the Organization.

Scope: All employees with regular full-time status are covered by the scope of this policy and its guidelines.

Responsibilities:

Principals are responsible for coordination of their staff's application process for professional development/tuition reimbursement funds with the Human Resources at the Home Office.

Human Resources is responsible for coordination of the application process.

Chief Financial Officer or designee is responsible for determining amount of funds that can be made available for professional development/tuition reimbursement after consideration of budgeted expense and reserve amounts.

Chief Executive Officer or designee is responsible for authorizing the employee application process for professional development/tuition reimbursement funds.

Background: The work performance of an employee is a vital key to the success of the Organization. Providing professional development opportunities to the Organization's employees is an investment in our employees' careers and the Organization's future.

1.0 ELIGIBILITY

1.1 Professional development programs are approved at the discretion of Chief Executive Officer or designee. Eligible professional development can be

Accounting Policies, Procedures and Forms

obtained through baccalaureate and graduate level courses that must be taken for academic credit through colleges and universities accredited by regional organizations identified in Appendix A. Courses leading to certification must be taken at a school or through an organization that is authorized by the certifying authority to provide such educational programs.

1.2 Employees have been employed with MPS for a period of a full school year before being eligible to apply for a degree program.

1.3 Sample eligible programs:

(1) The following table categorizes the four types of programs covered under the Tuition Reimbursement policy and includes sample recommended job-related certifications and programs. Category 1 includes teaching related certification/career development programs; Category 2 includes administrative related certification/career development programs; Category 3 includes job-related master's degree program; and Category 4 includes job-related doctoral degree programs.

Accounting Policies, Procedures and Forms

<p>Category 1 Teaching related certification/career development programs</p>	<p>Category 2 Administrative related certification/career development programs</p>	<p>Category 3 Master’s degree</p>
<ul style="list-style-type: none"> ▪ CCTC approved teacher credentialing programs (at a college or university, through college/university internship, district internship, etc.) ▪ CCTC approved subject-matter preparation programs ▪ BTSA induction programs ▪ English Learner Authorization/CLAD certification ▪ National Board certification ▪ Undergraduate/graduate level academic courses not leading to a degree program ▪ Testing and or programs to support a credential in a new subject. ▪ Other programs if approved by the MPS Home Office <p>(Max. reimbursement: \$5,000 per fiscal year up to a max. of 3 years)</p>	<ul style="list-style-type: none"> ▪ Administrative services credential ▪ College counseling certification ▪ Behavior intervention specialist certification ▪ CBO certification ▪ SHRM certification ▪ Project management certification ▪ IT certification ▪ Graduate level academic courses not leading to a degree program ▪ Undergraduate level academic courses leading to a bachelor’s degree program if approved by the Home Office ▪ Other programs if approved by the MPS Home Office <p>(Max. reimbursement: \$5,000 per fiscal year up to a max. of 3 years)</p>	<ul style="list-style-type: none"> ▪ Job-related master’s degree <p>(Max. reimbursement: \$7,500 per fiscal year up to a max. of 3 years)</p> <hr/> <p style="text-align: center;">Category 4 Doctoral degree</p> <ul style="list-style-type: none"> ▪ Job-related doctoral degree <p>(Max. reimbursement: \$10,000 per fiscal year up to a max. of 3 years)</p>

(2) Programs leading to professional certification, i.e., certifications in Categories 1 and 2, must be in a specific job-related field of professional discipline, and should provide the participating employee with skills, knowledge and competencies applicable to their current position. This includes fees associated with a new credential in a different subject which could include CSET, or CBEST tests and/or coursework. For participation in such programs, employees may be approved for reimbursement of tuition and eligible fees up to a maximum of \$5,000 per fiscal year.

(3) Undergraduate and graduate level academic courses taken as part of a career development program in Categories 1 and 2 should provide an employee with skills, knowledge and development plans. For undergraduate, graduate, university extension, university continuing

- education, and audited courses, tuition and eligible fees may be approved for reimbursement up to a maximum of \$5,000 per fiscal year.
- (4) Job-related graduate level academic programs in Categories 3 and 4, up to and including those leading to a doctoral degree, must provide an employee with skills, knowledge, and competencies that are specifically applicable to their current position classification and enhance her or his performance in that job. For participation in such graduate level courses at an accredited university, tuition and eligible fees may be approved for reimbursement up to a maximum of \$7,500 for master's and \$10,000 for doctoral programs per fiscal year.
- (5) The Human Resources may require that the employee first obtain or maintain a Category 1 certification or attend career development programs before s/he can apply for a Category 2, 3, or 4 reimbursement or maintain a Category 2 certification or attend career development programs before s/he can apply for a Category 3 or 4 reimbursement.
- (6) For any category covered under the Tuition Reimbursement policy, MPS may extend tuition reimbursement to employees for programs that can qualify the employee for a new position classification, i.e., different than their current position classification, if approved by the employee's supervisor and ratified by the Human Resources as part of a career development plan.

2.0 TUITION REIMBURSEMENT

- 2.1 For courses that are taken for credit as part of a degree program, tuition and eligible fees are reimbursed only for courses taken and completed with a final grade of "B" or equivalent, or higher. For courses leading to professional certification, course registration costs will be reimbursed only after the participating employees submit evidence of having successfully completed course requirements leading to professional certification.
- 2.2 Graduate tuition reimbursement is generally limited to one master's and one doctoral program per employee. Tuition reimbursement for any additional graduate degree requires the approval of the CEO or designee.
- 2.3 Employees will indicate the category they are applying for, i.e., Category 1, 2, 3 or 4, in their application. Reimbursement in a given fiscal year will only be made for the expenses in the category for which the employee is authorized. Expenses in different categories cannot be combined over a fiscal year.
- 2.4 Required fees eligible for tuition reimbursement subject to the limitations set forth in 2.1 through 2.4 above include the State of California's equivalent to tuition fees (i.e., state education fees, state university fees, state college fees, junior and community college enrollment and registration fees for California residents), continuous enrollment fees for thesis/dissertation, microfilming

or binding of dissertation or thesis fees, computer fees, and laboratory fees charged to all students and that are directly applicable to the approved course(s).

- 2.5 Employees will be reimbursed for exams that lead to professional certification, including, but not limited to, CSET, CTEL, CLAD, and CPACE. Employees need to get prior approval from their supervisors for reimbursement of exam fees. Registration fees for such exams will be reimbursed through regular reimbursement procedures; tuition reimbursement application is not required and the reimbursement will not be counted against any category reimbursement allowances. Reimbursement for exam registration will be provided only for the first time of each exam and not for the repeat of a failed exam.
- 2.5 If eligible employees are laid off due to budgetary reasons, their hours are reduced, or they go on a disability leave of absence, any approved course(s) in progress will be reimbursed, provided the course is completed with a final grade of "B" or equivalent, or higher, and fulfills the other provisions of this policy.

3.0 NONREIMBURSABLE EXPENSES

- 3.1 Except for courses leading to professional certification as described above, the following do not qualify for tuition reimbursement: professional seminars and workshops, symposia, short (non-credit) courses; college/university entrance exams; review programs for entrance exams; or courses at non-accredited institutions.
- 3.2 Itemized fees not reimbursable to employees include application/pre-admission registration fees, transcript fees, test preparation fees, admission testing fees, placement fees, course waiver or challenge fees, book costs, travel costs (i.e., transportation, housing, meal, etc.), parking fees, equipment/kit purchase costs, tutoring fees, deferred tuition fees, registration fees, late registration fees, course addition, deletion or transfer fees, student activity fees, student union fees, petition fees, recreation fees, health coverage costs, dissertation or thesis typing fees, development or foundation fees, institution fees, alumni fees, and other similar fees.
- 3.3 Tuition and eligible fees are not reimbursable when the employees:
- 1) Receive duplicate or comparable fees from another institution or agency, grant, scholarship, or other financial aid; or
 - 2) Voluntarily terminate employment, or are terminated for cause, prior to course completion, or
 - 3) Have not received advance approval from the Chief Executive Officer or designee, particularly those associated with a degree program.

- 3.4 An employee normally is not reimbursed for a course the tuition of which was previously reimbursed under this policy. However, some courses involving research or extended study can be repeated with advance approval of the Chief Executive Officer or designee.

4.0 OTHER MATTERS

- 4.1 The taxability of payments to employees under the tuition reimbursement plan is in accordance with current Internal Revenue Service guidelines. (The employer-provided education assistance exclusion allows employers to offer up to \$5,250 per year in educational assistance as a tax-free benefit.)
- 4.2 Unless specific approval of both the employee's supervisor and the Chief Executive Officer is obtained in advance, an employee may not take a course during scheduled working hours. When the educational program requires being away from one's job during normal work hours, the employee and her or his supervisor must agree on such a schedule in advance and make necessary arrangements to assure that expectations for ongoing work assignments are met. No legal or contractual obligations for overtime premium can be incurred as a result of employees taking a course that will be reimbursed under this policy during their scheduled working hours. Participation in the tuition reimbursement program should not in any way interfere with the employee's ability to perform his or her job.
- 4.3 Employees who participate in this program must remain employed with Magnolia Public Schools for a period of two years after completion of their program. Should the employee leave voluntarily, they will be required to reimburse MPS for their program costs.

5.0 REQUESTING FUNDS

- 5.1 During the annual budgeting process, the Chief Financial Officer will evaluate how much of the Organization's resources may be allocated to fund the professional development/tuition reimbursement budget for employees after consideration of available operating expenses and required reserve amounts in each fiscal year or portion of each fiscal year as considered necessary by the Chief Financial Officer. When the total cost of the applications exceed the allocated budget for professional development/tuition reimbursement, priority will be given based on factors such as urgency, need, and number of years at the organization.
- 5.2 Applications from employees who wish to utilize tuition reimbursement funds will be accepted in the months of April and May contingent on whether funds are available for the next fiscal year. Applications received

Accounting Policies, Procedures and Forms

after May might be considered after the applications received in the month of April and May are processed.

- 5.3 To apply for tuition reimbursement, an employee should complete the Application for Academic Program Approval form in Appendix B annually and submit it to their Principal, who will submit it to the Human Resources at the Home Office. Home Office employees will submit their applications directly to the Human Resources. After obtaining supervisor's concurrence, but prior to enrolling in the course of study, the Principal (or Home Office employee) should forward the application form, along with material describing the program and course(s), to the Human Resources. The employee's supervisor may include amplifying documentation in support of program or course approval. Human Resources will coordinate the application process and submit the applications to the Chief Executive Officer or designee for certification that the proposed program and course(s) meet criteria for reimbursement.
- 5.4 Following review of the employee's application for tuition reimbursement, Human Resources will notify the employee in writing as to whether the application has been approved.
- 5.5 Upon written confirmation or approval, the employee must submit the following items for tuition reimbursement:
- (1) Written confirmation or approval for the program (Appendix B)
 - (2) Request for Reimbursement of Tuition (Appendix C)
 - (3) Copy of the final grade(s)
 - (4) Copy of the receipt for tuition and eligible fees

Failure to provide documentation can result in discontinuation of future tuition reimbursement.

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Revision History:

Revision	Date	Description of changes	Requested By
0	5/2/14	Initial Release	
1	4/15/15	Responsibilities and eligibility sections are updated; categories are defined; reimbursement limits are revised; the scope is extended to cover all employees.	David Yilmaz
2	2/11/16	Updated to include costs for additional credentials, timeframe to remain employed with MPS after completion of the program, requirements of one year of employment prior to eligibility to participate in a degree program and availability to receive funds in advance.	Terri Boatman
3	2/16/17	Updated language about availability to receive funds in advance, detailed priority criteria, and revised forms to reflect annual program application, fiscal year reimbursement is requested for, and the CEO (or Designee) approval	David Yilmaz
4	3/8/18	Updated to include tax information about exclusion of up to \$5,250 if certain requirements are met; specified bachelor's degree under Category 2; added language to extend tuition reimbursement to employees for programs that can qualify the employee for a new position classification if approved by the Human Resources as part of a career development plan. Removed the 30-day requirement for submission of documents.	David Yilmaz
5	3/21/19	Removed language about availability to receive funds in advance; added language to Appendix B about understanding of the provisions of the policy before signature line	David Yilmaz

Appendix A – List of Regional Accrediting Agencies

- Middle States Association of Colleges and Schools
- New England Association of Schools and Colleges
- North Central Association of Colleges and Schools
- Northwest Association of Schools and Colleges
- Southern Association of Colleges and Schools
- Western Association of Schools and Colleges.

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Appendix B – Application for Academic Program Approval (Annual)**Employee Information:**

Name: _____	Email: _____
Date of Hire: _____	Scheduled Hrs/Wk: _____
Job Title: _____	Supervisor: _____
Description of job duties: _____	

Academic Program Information:

School: _____	Location: _____				
Work schedule (hrs/wk) while attending school: _____	Anticipated Completion/Graduation Date: _____				
Educational Goal: ___ AA	___ BA	___ BS	___ Additional Training: _____		
___ MA	___ MS	___ MBA	___ PhD	___ EdD	___ Other: _____
Field of Study/Major: _____	Job Related: ___ No ___ Yes				

___ Certificate: _____	Accrediting Organization: _____				
Is this certificate recognized in the industry? ___ No ___ Yes	Job Related: ___ No ___ Yes				

Will you receive any grants, scholarships or benefits to support your tuition? ___ No ___ Yes					
If yes, please provide documentation.					
<i>I have received a copy of the MPS Tuition Reimbursement Policy. I understand that the provisions of the MPS Tuition Reimbursement Policy will control over any contrary statements, representations or assurances made by any supervisory personnel either verbally or in writing except those made in writing by the Chief Executive Officer (CEO) or his or her designee. I understand that I must have documentary proof that the CEO has appointed a designee for this purpose. I understand that if I participate in the Tuition Reimbursement program I must remain employed with MPS for a period of two years after completion of my program. I understand that tuition and eligible fees are not reimbursable when employees voluntarily terminate employment, or are terminated for cause, prior to course completion or within two years after completion of the program.</i>					
Applicant's Signature: _____	Date: _____				

Supervisor's Concurrence:

This employee meets the eligibility requirements, as stated in the Tuition Reimbursement Policy, for participation in the Tuition Reimbursement Plan (see category and program year below) and is recommended for enrollment. This form also serves as pre-approval for eligible tuition reimbursement.

- Category 1 (Max. reimbursement: \$5,000 per fiscal year up to a max. of 3 years)
- Category 2 (Max. reimbursement: \$5,000 per fiscal year up to a max. of 3 years)
- Category 3 (Max. reimbursement: \$7,500 per fiscal year up to a max. of 3 years)
- Category 4 (Max. reimbursement: \$10,000 per fiscal year up to a max. of 3 years)

Program Year:

- Year 1 (FY 20____ - 20____) Year 2 (FY 20____ - 20____) Year 3 (FY 20____ - 20____)

Supervisor's Signature: _____ Date: _____

CEO (or Designee) Approval:

Signature: _____ Date: _____

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Appendix C – Request for Tuition Reimbursement

Annual Academic Program Approval Form, i.e., Appendix B, must be approved before instruction begins. After registering for class(es), submit a copy of the course schedule to your supervisor. Upon course completion, submit the following along with your request for tuition reimbursement:

- Appendix B - Application for Academic Program Approval (Annual)
- Official course grades (*3.0 or B, or better, for letter-graded courses; Pass for Pass/Fail courses; Credit for Credit/No Credit courses*)
- Itemized receipt of fees paid, listing course names, units, and tuition per unit

Employee Information:

Name: _____ Email: _____
Job Title: _____ Supervisor: _____

Course Information:

School: _____ Location: _____
Session Starting Date: _____ Ending date: _____

Course No.	Course Title	Units	Grade	Tuition
				\$
				\$
				\$
				\$
				\$

Reimbursement Information:**Total:** \$ _____

Category: Category 1 Category 2 Category 3 Category 4

Program Year: Year 1 (FY 20__ - 20__) Year 2 (FY 20__ - 20__) Year 3 (FY 20__ - 20__)

Total Tuition Reimbursement Received prior to this request for the Program Year marked above:

\$ _____ (if applicable) Purchase Order Number(s): _____

Total Tuition (this session) \$ _____ Other Eligible Fees \$ _____ **Total Amount Requested \$** _____

The information above is correct, and I further certify that I will not receive duplicate or comparable fees for this tuition from any grant, scholarship, or benefit. MPS reserves the right to void program approval and tuition reimbursement in the case of duplicate payment.

Employee Signature: _____ Date: _____

Supervisor's Concurrence:

This employee remains eligible for participation in the Tuition Reimbursement Plan.

Supervisor's Signature: _____ Date: _____ Amount to Pay: \$ _____

CEO (or Designee) Approval:

Signature: _____ Date: _____ Amount to Pay: \$ _____

Coversheet

Approval of CEO Contract Renewal

Section: V. Action Items
Item: P. Approval of CEO Contract Renewal
Purpose: Vote
Submitted by:
Related Material: 2023-24 MPS CEO and Superintendent At-Will Agreement.pdf

AT-WILL EMPLOYMENT AGREEMENT
Between
MAGNOLIA EDUCATIONAL & EDUCATIONAL FOUNDATION & ALFREDO RUBALCAVA

THIS EMPLOYMENT AGREEMENT (“Agreement”) is entered into by and between the above-named employee (“Employee”) and the Governing Board (“Board”) of Magnolia Educational & Research Foundation dba Magnolia Public Schools (“MPS”), a California non-profit public benefit corporation operating public charter schools approved by the State Board of Education, Los Angeles County Office of Education, the Los Angeles Unified School District, and the San Diego Unified School District (“Granting Agencies”). The Board desires to hire employees who will assist MPS in achieving the goals and meeting the requirements of MPS’s charters and implementing MPS’s purposes, policies, and procedures. The parties recognize that MPS is not governed by the provisions of the California Education Code, except as expressly set forth in the Charter Schools Act of 1992.

WHEREAS, MPS and the Employee wish to enter into an employment relationship under the conditions set forth herein, the parties hereby agree as follows:

A. STATUTORY PROVISIONS RELATING TO CHARTER SCHOOL EMPLOYMENT

1. MPS has been established and operates pursuant to the Charter Schools Act of 1992, Education Code section 47600, *et seq.* MPS has been duly approved by the Granting Agencies, according to the laws of the State of California.
2. Pursuant to Education Code section 47604, MPS has elected to be formed and to operate as a nonprofit public benefit corporation pursuant to the Non-Profit Public Benefit Corporation Law of California (Part 2, commencing with section 5110 *et seq.* of the Corporations Code). As such, MPS is considered a separate legal entity from the Granting Agencies, which granted the charter. The Granting Agencies shall not be liable for any debts and obligations of MPS, and the employee signing below expressly recognizes that he is being employed by MPS and not the Granting Agencies.
3. Pursuant to Education Code section 47610, MPS must comply with all of the provisions set forth in its charters, but is otherwise exempt from the laws governing school districts except as specified in Education Code section 47610.
4. MPS shall be deemed the exclusive public school employer of the employees at MPS for purposes of Government Code section 3540.1.

B. EMPLOYMENT TERMS AND CONDITIONS

1. **Duties**

The Employee shall work in the position of **Chief Executive Officer/Superintendent**. The Employee will perform the duties of the job position and such duties as MPS may reasonably assign and the Employee will abide by all of MPS’s policies and procedures as adopted and amended from time to time.

Employee further agrees to abide by MPS's charter.

A copy of the job description for the above position is attached hereto and incorporated by reference herein. These duties may be amended from time to time in the sole discretion of MPS.

Additionally, the Employee shall meet the performance objectives set by the Board as outlined in the Board Evaluation Metrics, which will be developed and finalized by mutual agreement of the Board and the Employee within ninety (90) days of the execution of this Agreement. The Board Evaluation Metrics and any other objectives assigned will be reviewed in evaluating the Employee's performance.

2. **Work Schedule**

The minimum daily work schedule for this **full-time** position shall be Monday through Friday, with eight (8) daily work hours. While the Employee shall be available onsite during this time period, the duties of this position may require work on weekends, and before and after the regular work year or hours of the work day, including but not limited to attendance at evening meetings, participation in evening and after-hour phone conferences, and performance of any other duties. The Employee may also be required to perform work in a remote capacity as assigned by the Board or required by law.

Workdays for the Employee shall be consistent with the applicable calendar of workdays for this position. The current year schedule is attached hereto and incorporated by reference herein.

The Employee will not render services in person or by electronic means, paid or otherwise, for any other person or entity during contracted work hours with MPS.

3. **Compensation**

The annual compensation for this position shall be **\$260,925**, subject to all regular withholdings, and paid semi-monthly, in twenty-four (24) pay periods. The Employee's compensation may be prorated depending on whether he remains employed, or in active work status, for the entire year. As an exempt employee, the Employee shall not be eligible to earn overtime.

4. **Benefits:**

- a. **Health/Retirement Benefits.** The Employee shall be afforded such health and other benefits of employment as shall be granted to MPS's other employees, including entitlement to participation in STRS or PERS.
- b. **Vacation/Sick Leave.** The Employee is entitled to accrue vacation and paid sick leave as stated in the Employee Handbook. Vacation days may be used by the Employee subject to the prior approval of the Board.

- c. **Professional Dues.** The Employee is entitled to reimbursement for professional memberships and dues related to education or management up to one thousand (\$1,000) dollars per fiscal year.
- d. **Tuition Reimbursement.** The Employee may be entitled to tuition reimbursement up to \$5,000 per year up to a maximum of three (3) years, pursuant to the Tuition Reimbursement Policy.
- e. **Other Benefits.** The Employee is entitled to basic life insurance and long-term disability benefits offered to all eligible employees.

5. **Performance Evaluation**

The Board shall evaluate the performance of CEO/Superintendent twice per fiscal year. This evaluation shall be based on the job description and performance objectives as defined in the Board Evaluation Metrics. Board Evaluation Metrics may be amended by the Board throughout the year as necessary. If applicable, the evaluation shall include recommendations as to areas of improvement in all instances where the Board deems such to be necessary or appropriate. A copy of the written evaluation shall be delivered to the Employee and he shall have the right to make an oral or written response to the evaluation. Within thirty (30) days of the delivery of the written evaluation to the Employee, the Board shall meet with the Employee to discuss the evaluation. Failure to evaluate the Employee shall not impair the Board's ability to release the Employee on an at-will basis as outlined below.

6. **Employee Rights**

Employment rights and benefits for employment at MPS shall only be as specified in this Employment Agreement, MPS's charters, the Charter Schools Act and MPS's Employee Handbook, which from time to time may be amended and modified by MPS. Employment rights and benefits may be affected by other applicable agreements or directives or advisories from the California Department of Education or the State Board of Education. During the term of this Agreement, the Employee shall not acquire or accrue tenure, or any employment rights with MPS.

7. **Licensure**

The Employee understands that employment is contingent upon verification and maintenance of any applicable licensure and/or credentials.

8. **Child Abuse and Neglect Reporting**

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

hours of receiving the information concerning the incident. By executing this Agreement, the Employee acknowledges he is a child care custodian and is certifying that he has knowledge of California Penal Code section 11166 and will comply with its provisions.

9. **Fingerprinting/TB Clearance**

Fingerprint clearance for the Employee will be acquired through submitting the Employee's fingerprints to the California Department of Justice. The Employee will be required to assume the cost of all fees related to the fingerprinting process. The Employee will be required to submit evidence from a licensed physician and/or licensed entity that the Employee was found to be free from tuberculosis risk factors, or active tuberculosis, if risk factors were identified. Both clearances must be in place prior to the first day of service.

10. **Conflicts of Interest**

The Employee understands that, while employed at MPS, he will have access to confidential and proprietary information. The Employee therefore shall not maintain employment or contracts for employment, or engage in any consultant or independent contractor relationship, with any other agency or school that will in any way conflict with his employment with MPS.

11. **Outside Professional Activities**

Upon obtaining prior written approval of the Board, the Employee may undertake for consideration outside professional activities, including consulting, speaking, and writing. The outside activities shall not occur during regular work hours. MPS shall in no way be responsible for any expenses attendant to the performance of such outside activities.

12. **Expense Reimbursement**

MPS shall reimburse the Employee for all documented actual and necessary expenses personally incurred within the scope of employment in accordance with applicable MPS policy and authorization.

13. **Telework**

The Employee may be required to perform some or all the duties of this position in a telework/remote capacity, as assigned by the Board, and consistent with the MPS Telework Policy.

14. **Required Contract Provisions**

The following provisions are required to be included in this Agreement by the California Government Code:

a. **Limitations on Cash Settlement**

In no case upon termination of this Agreement shall the maximum cash settlement exceed an amount equal to the monthly salary of Employee multiplied by twelve (12).

b. **Required Reimbursements**

The Employee shall be required to reimburse MPS for any salary or fees he receives from MPS in relation to his placement on paid administrative leave pending criminal charges if he is convicted of a crime involving the abuse of office/position. Regardless of the term of this Agreement, if the Agreement is terminated, the Employee must reimburse MPS for any cash settlement he receives in relation to his termination if he is convicted of a crime involving the abuse of office/position.

C. **EMPLOYMENT AT-WILL**

MPS may terminate this Agreement and the Employee's employment at any time with or without cause, with or without advance notice, and at MPS's sole and unreviewable discretion. Either party may immediately terminate this Agreement and the Employee's employment upon written notice to the other party.

The Employee also may be demoted or disciplined and the terms of his employment may be altered at any time, with or without cause, at the discretion of MPS. No one other than the Board has the authority to alter this arrangement, to enter into an agreement for employment for a specified period of time, or to make any agreement contrary to the terms of this Agreement, and any such agreement must be in writing and must be signed by the Board and by the affected employee and must specifically state the intention to alter this "at-will" relationship.

In the event of charter revocation or non-renewal, all contractual obligations under this Agreement cease immediately upon the effective date of revocation or non-renewal.

D. **GENERAL PROVISIONS**

1. **Waiver of Breach**

The waiver by either party, or the failure of either party to claim a breach of any provision of this Agreement, will not operate or be construed as a waiver of any subsequent breach.

2. **Assignment**

The rights and obligations of the respective parties under the Agreement will inure to the benefit of and will be binding upon the heirs, legal representatives, successors and assigns of the parties hereto; provided, however, that this Agreement will not be assignable by either party without prior written consent of the other party.

3. **Governing Law**

This Agreement will be governed by, construed, and enforced in accordance with the laws of the State of California.

4. **Partial Invalidity**

If any provision of this Agreement is found to be invalid or unenforceable by any court, the remaining provisions hereof will remain in effect unless such partial invalidity or unenforceability would defeat an essential business purpose of the Agreement.

E. **ACCEPTANCE OF EMPLOYMENT**

By signing below, the Employee declares as follows:

1. I have read this Agreement and accept employment with MPS on the terms specified herein.
2. All information I have provided to MPS related to my employment is true and accurate.
3. A copy of the job description is attached hereto.
4. This is the entire agreement between MPS and me regarding the terms and conditions of my employment. This is a final and complete agreement and there are no other agreements, oral or written, express or implied, concerning the subject matter of this Agreement.

Employee Signature: _____ Date: _____
 Alfredo Rubalcava, CEO/Superintendent

MPS Approval:

MPS Board Signature: _____ Date: _____
 Mekan Muhammedov, MPS Board Chair

This Employment Agreement is subject to ratification and approval by the Governing Board of MPS.